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ABSTRACT

This model instructional unit was developed to aid home economics teachers in Louisiana to teach a course in consumer and homemaking education in grades 9-10. The guide is designed for a full-year comprehensive home economics course. It provides guidance on model performance objectives, current technology content, sources, and supplemental materials. Following a course description, rationale, and content outline/scope and sequence, the guide contains seven instructional units covering the following topics: child care and development; clothing and textiles; food and nutrition; consumer education; Future Homemakers of America; housing; and personal development and family relationships. An appendix provides guidelines for instruction in sex education under the provision of Act 480 of the Louisiana State Legislature. Each unit consists of an introduction; competencies; general performance objectives/goals; specific performance objectives and mastery criteria; methodology; suggested interest approaches; unit outline; subject matter content related to specific performance objectives and learning activities; activity sheets; transparency masters; test with answer key; evaluation and testing methods; and equipment and supply list. (KC)

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CONSUMER-HOMEMAKING I

1987

Office of Vocational Education

Bulletin 1810

CURRICULUM DEVELOPMENT
LOUISIANA
SCHOOLS

CE053263

LOUISIANA DEPARTMENT OF EDUCATION

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THOMAS G. CLAUSEN, Ph.D.

State Superintendent

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NOTICE TO TEACHERS AND ADMINISTRATORS

This curriculum guide includes a unit that may be considered "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Since these curricular materials are guidelines and are not mandatory on local educational agencies, each local educational agency should convene the parental review committee as provided for in R. S. 17:281C. This committee should then review the unit indicated in the Table of Contents and determine whether or not the unit, in whole or in part, is to be taught in the local schools. The committee's recommendation should be forwarded to the local school board for final action.

It should be clearly understood that the unit that has been indicated as possibly being within the definition of "sex education" does not have to be included in the course in order for the course to be of appropriate educational quality. A local educational agency may include or exclude all or parts of this unit without diminishing the quality of the course as a whole.

Guidelines for Instruction of Sex Education in Louisiana. Bulletin 1557, Louisiana State Department of Education, December, 1979, and Act 480 of the 1979 Regular Session of the Louisiana Legislature are included in the Appendix to assist local educational agencies in understanding, interpreting, and complying with the Louisiana law regarding instruction in sex education.

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CONSUMER-HOMEMAKING I CURRICULUM GUIDE

BULLETIN 1810

PROJECT DIRECTOR

Dr. Judy Theriot

Funded by
The State of Louisiana
Department of Education
Office of Vocational Education

Nicholls State University
June 30, 1987

FOREWORD

The Consumer-Homemaking I Curriculum Guide is an important addition to the vocational home economics education curriculum in Louisiana. The guide enables teachers to develop an innovative instructional program to assist ninth and tenth grade students in assuming consumer and homemaking responsibilities.

The Consumer-Homemaking I Curriculum Guide is designed for a full-year comprehensive home economics course that includes instruction in child development, clothing and textiles, consumer education, food and nutrition, housing, and personal development and family relationships. The guide provides a good foundation for special-interest semester courses, which concentrate on a major area of home economics.

The State Department of Education would like to express appreciation to Dr. Judy G. Theriot, associate professor of Vocational Home Economics Education at Nicholls State University, for serving as director for the curriculum development project. Dr. Theriot has expertly integrated home economics subject matter with learning activities to meet the needs and interests of ninth and tenth grade students.

The State Department of Education also appreciates the contribution of teachers who served as members of the writing and field test teams and to others who participated in the development of the Consumer-Homemaking I Curriculum Guide.

Thomas G. Clausen

THOMAS G. CLAUSEN, Ph.D.
STATE SUPERINTENDENT OF EDUCATION

ACKNOWLEDGEMENTS

The Consumer-Homemaking I Curriculum Guide is the result of a one-year curriculum development project funded by the Office of Vocational Education in the Louisiana Department of Education. The efforts and support of many persons have made the guide a reality.

Special recognition, commendation, and appreciation are expressed to Dr. Judy G. Theriot, associate professor of Vocational Home Economics Education at Nicholls State University, for serving as project director. Dr. Theriot's knowledge of home economics subject matter, mastery of teaching strategies, and awareness of the needs and interests of students are evident throughout the guide. The contributions of Mrs. Kelly Lamunyon, who served as Dr. Theriot's research assistant, and Mrs. Dianne Clement, typist, are also appreciated.

The teachers who served as members of the writing team are commended for their dedication and creative ideas. Members of the field test team are appreciated for their participation and helpful suggestions for improving the guide.

Appreciation is also expressed to Dr. Florent Hardy, Jr., Director of the Coordinating Unit, and to Dr. Rosalie Bivin, Section Chief of Home Economics, for their interest and support of this project.

Elaine

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In addition to the project director and the research assistant, five vocational home economics teachers and three senior vocational home economics education majors participated in a one-week workshop where the initial draft of the Consumer-Homemaking I Curriculum Guide was developed.

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Nineteen vocational home economics teachers representing 17 parishes served on the field test team. Each teacher field tested two units of the Consumer-Homemaking I Curriculum Guide. Ten students enrolled in a senior level vocational home economics education methods class assisted with the construction of the unit tests and the identification of basic skills concepts.

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Cut Off, Louisiana

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Margaret Williams
Belle Rose, Louisiana

COURSE DESCRIPTION

CONSUMER-HOMEMAKING I (One Unit of Credit)

A full-year comprehensive home economics course that includes instruction in child development, clothing and textiles, consumer education, food and nutrition, housing, personal development and family relationships and an orientation to the Future Homemakers of America. Recommended for ninth and tenth grade students. No prerequisites. Laboratory experiences required.

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*Option Two in Child Care and Development includes information that may be considered within the definition of "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Refer to the Appendix--Guidelines for Instruction of Sex Education for the provisions of Act 480 and assistance in understanding, interpreting, and complying with the act in teaching this option.

RATIONALE

Consumer-Homemaking I is a one-credit, full-year comprehensive course, which includes instruction in child development, clothing and textiles, consumer education, food and nutrition, housing, and personal development and family relationships. Each year in Louisiana, over 18,000 secondary students, primarily ninth and tenth graders, complete this course, which helps them assume consumer and homemaking responsibilities appropriate for their ages and the lifestyles of their families.

The Consumer-Homemaking I Curriculum Guide provides a balance of instruction in the major areas of home economics and lays a good foundation for special-interest semester courses, which concentrate on one of the major areas. Classwork, projects, and laboratory activities integrate theory and hands-on experiences to help students develop the knowledge, skills, and attitudes necessary for effective and satisfying family life. Learning activities are designed to encourage the enjoyment of consumer and homemaking tasks and to instill a feeling of self-worth and genuine appreciation for family members.

The guide includes suggestions for integrating activities and projects of the Future Homemakers of America to strengthen the instructional program and to foster the development of leadership skills and a commitment to service.

The seven units in the Consumer-Homemaking I Curriculum Guide are arranged in alphabetical order and not in a priority order. The content outline includes a suggested scope and sequence for the units. Although the background of the students and other circumstances may require changes in the length of time spent in a particular unit, it is important to select learning activities that enable students to achieve the most relevant objectives in each of the seven units during the school year. The suggested scope and sequence is an attempt to present the units in a logical manner and to coincide with standard grading periods as much as possible.

DESIGN OF THE GUIDE

The Consumer-Homemaking I Curriculum Guide is organized into seven units. At the beginning of each unit are a brief introduction, competencies, general and specific performance objectives, methodology, suggested interest approaches, and a unit outline. Following the unit outline is a list of the "Basic Skills Concepts" that are directly mentioned in the unit. This list can be used by the teacher to highlight to students, parents, and administrators, those basic skills taught in home economics. The activities identified as "basic skills concepts" promote fundamental competence in reading, writing, and mathematics.

Specific objectives are included for each topic and subtopic. The content is organized to facilitate a logical presentation of information. Suggested student activities are coded to concepts and subconcepts to enable students to achieve the objectives. Learning activities are stated as what the student will do. Each unit includes recommendations for evaluation and testing, a list of needed equipment and supplies, supplementary materials and a resource section, which lists references available to the teacher to enhance the presentation of the subject matter.

Appendices for each unit are in sequence and are included in a separate section immediately following the unit. Activities may be duplicated for use by students. A teacher should not feel limited to using only the suggestions described, but rather should use them to spark further ideas, building upon those from the guide.

Immediately following the appendices of each unit is a unit test and an answer key. These are in a format suitable for duplication by the teacher or they may serve as a guide to the teacher in developing test items. Pages are numbered for each unit, i.e., a page numbered III-7 would be the seventh page of Unit III.

This curriculum guide is designed primarily for students who have a limited background in home economics. In departments where Exploratory Homemaking is offered on a limited basis or not offered, the teacher may refer to Bulletin 1776, Exploratory Homemaking for supplementary materials to include in the Consumer-Homemaking I class.

To ensure that students are exposed to a thorough introductory course in home economics, it is recommended that the teacher follow the scope and sequence in teaching the units. It should be noted that the units in this guide are arranged alphabetically and are not in a priority order.

CONSUMER-HOMEMAKING I

CONTENT OUTLINE

UNIT	TITLE	SUGGESTED TIME SCHEDULE
Unit I	Child Care and Development	3 weeks
Unit II	Clothing and Textiles	7 weeks
Unit III	Consumer Education	6 weeks
Unit IV	Food and Nutrition	7 weeks
Unit V	Future Homemakers of America	2 weeks
Unit VI	Housing	5 weeks
Unit VII	Personal Development and Family Relationships	6 weeks
		36 weeks

CONSUMER-HOMEMAKING I

SCOPE AND SEQUENCE

UNIT TITLE	SUGGESTED TIME SCHEDULE
FIRST SEMESTER	
Future Homemakers of America	2 weeks
Personal Development and Family Relationships	6 weeks
Child Care and Development	3 weeks
Clothing and Textiles	7 weeks
SECOND SEMESTER	
Consumer Education	6 weeks
Housing	5 weeks
Food and Nutrition	7 weeks
	36 weeks

UNIT ONE

CHILD CARE AND DEVELOPMENT
(OPTION ONE)

INTRODUCTION

Helping children grow involves understanding their natural growth patterns through experiences as a babysitter, sibling, and/or parent. Heredity, nutrition, and surroundings all affect the way children grow. This unit is concerned with the growth and development of children and is designed to help students prepare for the role of child care worker, sibling, and parent.

COMPETENCIES

1. Identify basic characteristics of children at different developmental stages.
2. Identify the characteristics of a good child care worker.
3. Become aware of information needed by a child care worker.
4. Name places to find child care jobs.
5. Select toys appropriate for various age levels.
6. Recognize safety hazards in a child's environment.
7. Recognize problem situations for children.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify basic characteristics of children at different developmental stages.
2. Describe the characteristics of a good child care worker.
3. Identify information needed by the child care worker.
4. Name places to find child care jobs.
5. Choose appropriate toys for different age levels.

6. Identify possible safety hazards in a child's environment.
7. Identify agencies that provide help for children with problems.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will identify basic characteristics of a child's development.
2. On a written test, students will identify the characteristics of a good child care worker.
3. Through class discussions, students will become aware of information needed by the child care worker.
4. Through class discussion, students will name places to find child care jobs.
5. On a written test, students will identify factors to consider when selecting toys for children.
6. On a written test, students will name common safety hazards and preventive measures.
7. On a written test, students will identify problem situations for children.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of the child care unit to students. Use the materials in the appendix to enhance the presentation of subject matter in the classroom. Invite outside speakers to promote an awareness of the available services of child care agencies in the community. Develop a project through the class or through Future Homemakers of America to help children become aware of safety hazards in their environment and to promote good nutrition.

SUGGESTED INTEREST APPROACHES

1. Ask students to complete pre-test on child care.
2. Encourage students to participate in "Egg Baby" project. Carry an egg baby (boiled egg) for 24 hours to experience the responsibilities of caring for an infant. Issue a birth certificate to each student.

3. Display toys suitable for children and allow students to evaluate them.
4. Invite a guest speaker to discuss qualities important when selecting a child care worker.

UNIT OUTLINE

CHILD CARE AND DEVELOPMENT

I. Growth and development

II. Child care jobs

  A. Characteristics of a good child care worker
  B. Benefits of child care work
  C. Information needed by the child care worker
  D. Guidelines for responsible child care

III. Children's toys and stories

  A. Characteristics of a good toy
  B. Characteristics of a good story

IV. Safety hazards

V. Problem situations for children

BASIC SKILLS CONCEPTS
CHILD CARE AND DEVELOPMENT
(OPTION ONE)

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Growth and development	Reading Writing	2. Complete and discuss "Development Chart."
Objective 2 Characteristics of a child care worker	Reading	1. View and discuss transparency on "Characteristics of a Child Care Worker."
	Reading Writing	2. Complete bulletin board "A Child Care Worker" by listing characteristics of a good child care worker.
Benefits of child care work	Writing	4. Compile a list of benefits received from child care work.
Objective 3 Guidelines for responsible child care	Reading	3. Discuss guidelines for responsible child care.
Objective 4 Finding a child care job	Reading	1. Locate child care jobs in the want ads of a local newspaper.
	Writing	2. List sources of child care jobs.
Objective 5 Characteristics of a good story	Reading	1. View and discuss bulletin board "A Child's Toy - Is It:".
Characteristics of a good story	Reading	6. Evaluate children's stories to determine suitability.
	Writing Reading	7. Write a child's story.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 6 Safety hazards	Reading Writing	2. Complete and discuss "Hazard Prevention" worksheet.
	Reading Writing	3. Complete "Dangers in the Home" worksheet.
Objective 7 Problem situations for children	Writing	1. List situations that could be a problem source for small children.
	Reading	2. Read a magazine or newspaper article on one of the topics listed.
Agencies that provide help	Writing	3. List organizations that provide help for children's problems.

1. On a written test, students will identify basic characteristics of a child's development.

Unit Content	Learning Activities
Factors affecting growth and development --Heredity --Environment --Nutrition --Health	1. Discuss factors affecting growth and development.
Physical growth and development --Infant .Triples birth weight and doubles length by end of first year. .Lifts head, rolls over, holds small objects --One-year-old .Growth in height and weight slows .Develops muscular skills .Begins to feed him/herself --Two-year-old .Begins to develop independence .Likes to run, climb, push, and pull .Has short attention span --Three-year-old .Improves muscle skills .Begins to ride tricycle .Completes daily routines with little difficulty --Four-year-old .Develops balance and body coordination .Is active and aggressive in play .Has increased control --Five-year-old .Controls major muscle skills .Learns to distinguish left from right .Has learned to coordinate large muscles	2. Complete and discuss the "Development Chart" in Appendix A. 3. Observe a young child at play to note characteristics of development.

Intellectual development
- --Infant
  - .Recognizes family members and familiar objects and sounds
  - .Recognizes words as symbols for objects
- --One-year-old
  - .May have vocabulary of several words
  - .May use a preferred hand
- --Two-year-old
  - .Follows simple directions
  - .Is able to ask for things using simple words
- --Three-year-old
  - .Tells tall tales
  - .Constantly asks "Why?"
- --Four-year-old
  - .Continues to ask "How?" and "Why?"
  - .Likes rhyming poems
- --Five-year-old
  - .Has vocabulary of 2000 to 2200 words
  - .Has improved concentration skills

Emotional and social development
- --Infant
  - .Shows fear, disgust, and anger
  - .Smiles and babbles to initiate social contact
- --One-year-old
  - .Begins to develop self-identity and independence
  - .Enjoys playing with siblings
- --Two-year-old
  - .Is self-centered
  - .Does not like to share toys
- --Three-year-old
  - .May feel jealous
  - .Makes friends easily
- --Four-year-old
  - .May be stubborn
  - .Likes to play with friends in cooperative play activities

- --Five-year-old
  - .Expresses anger verbally rather than physically
  - .Delights in helping parents

---

2. On a written test, students will identify the characteristics of a good child care worker.

Unit Content	Learning Activities
Characteristics of a good child care worker --Dependable --Likes children --Responsible --Practices safety --Never leaves children unattended --Able to follow instructions --Considers child's needs and wants --In charge --Fulfills business agreement --Arrives on time --Gets parent approval to accept job --Gets to know the employer --Remains calm in emergencies	1. View and discuss transparency on "Characteristics of a Child Care Worker" in Appendix B. 2. Complete bulletin board in Appendix C "A Child Care Worker" by listing characteristics of a good child care worker. 3. Buzz session. Share personal babysitting experiences with class.
Benefits of child care work --Accept responsibility --Earn money --Develop friendships --Gain experience in interpersonal relationships --Develop independence --Develop a better understanding of children	4. Compile a list of benefits received from child care work.

---

3. Through class discussion, students will become aware of information needed by the child care worker.

Unit Content	Learning Activities
Information needed by the child care worker --Before accepting job .Number of children .Ages of children .Time of arrival .Date needed .Hours expected to work .Amount to be paid .Transportation arrangements .Other	1. Discuss information needed by the child care worker. 2. Brainstorm and discuss possible emergency situations and procedures for handling.
Guidelines for responsible child care --Care about the children. --Give positive directions. --Be a good example. --Be constantly aware of children's location and activity. --Avoid use of physical punishment. --Avoid bribing or threatening children. --Praise children often.	3. Discuss guidelines for responsible child care using transparency in Appendix D.

---

4. Through class discussions, students will name places to find child care jobs.

Unit Content	Learning Activities
Finding a child care job --Places .Schools .Day care centers .Churches .Civic organizations	1. Locate child care jobs in the want ads of the local newspaper. Report to class. 2. List sources of child care work.

.Motels and hotels .Friends and relatives .Newspaper ads	3. Listen to speaker from day care center discuss a typical day with small children.

---

5. On a written test, students will identify factors to be considered when selecting toys and stories for children.

Unit Content	Learning Activities
Characteristics of a good toy --Safe --Durable --Educational --Colorful --Attractive shape --Easy to clean --Reasonable cost --Versatile --Suited to child .Age .Interests .Abilities	1. View and discuss bulletin board "A Child's Toy - Is It:" in Appendix E. 2. Explain importance of each characteristic. 3. Evaluate toys in display as to suitability for different age groups. 4. Discuss a favorite toy. Tell what it was and why it was a favorite toy.
Characteristics of a good story --Allows child to use or develop imagination --Contains a lot of action --Suits child's age --Contains pictures --Contains familiar places, people, or events --Does not frighten or upset child	5. Discuss characteristics of a good story. 6. Evaluate children's stories to determine suitability. 7. Write a child's story using Appendix F.

6. On a written test, students will name common safety hazards and preventive measures.

Unit Content	Learning Activities
Safety hazards --Fire --Household equipment --Features of the home --Poisons --Water --Automobiles --Toys	1. Brainstorm safety hazards frequently encountered in a child's environment.
	2. Complete and discuss "Hazard Prevention" worksheet in Appendix G.
	3. Complete "Dangers in the Home" assignment in Appendix H.
	4. Participate in FHA activity promoting safety with small children.

7. On a written test, students will identify problem situations for children.

Unit Content	Learning Activities
Problem situations for children --Divorce --Death --Single parenting --Adoption --Child abuse --Handicaps --Latchkeyism	1. List situations that could be a problem source for small children. 2. Read a magazine or newspaper article on one of the topics listed. Report to class.
Agencies that provide help --National Committee for Prevention of Child Abuse --Welfare Department --Health Department --Society for Autistic Children	3. List organizations that provide help for children's problems. 4. Listen to speaker from one of the agencies discuss services provided to help children.

--March of Dimes Foundation
--Easter Seal Society
--Social Security Administration
--Multiple Sclerosis Society
--American Red Cross
--United Fund

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Contributing ideas and cooperating with other students in developing the project on safety hazards with children,

Speaking clearly using correct grammar on oral presentations and supporting concepts as indicated in learning activities,

Contributing ideas and cooperating with other students on group activities such as indicated in learning activities, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, magazines, and resource material as selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Bubble, Bubble, Toys and Trouble," U.S. Consumer Product Safety Commission, Washington, D.C. 20207.

"How Many Ways Do We Grow," BFA Educational Media, Division of Columbia Broadcasting System, 2211 Michigan Ave., Santa Monica, California 90404.

"The Child: Part II, Two to Fourteen Months," McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020.

Publications

How to Protect Your Children. Booklet, NCPC, The Woodward Building, 733 15th St. NW, Washington, D.C. 20005.

Missing and Exploited Children. 1835 K Street, N.W., Suite 700, Washington, D.C. 20006.

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Child Development Curriculum Guide, Bulletin 1664. Baton Rouge, Louisiana: Louisiana State Department of Education.

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APPENDIX A

DEVELOPMENT CHART

DIRECTIONS: Complete the chart below by listing characteristics of a child's development during the first five years of life.

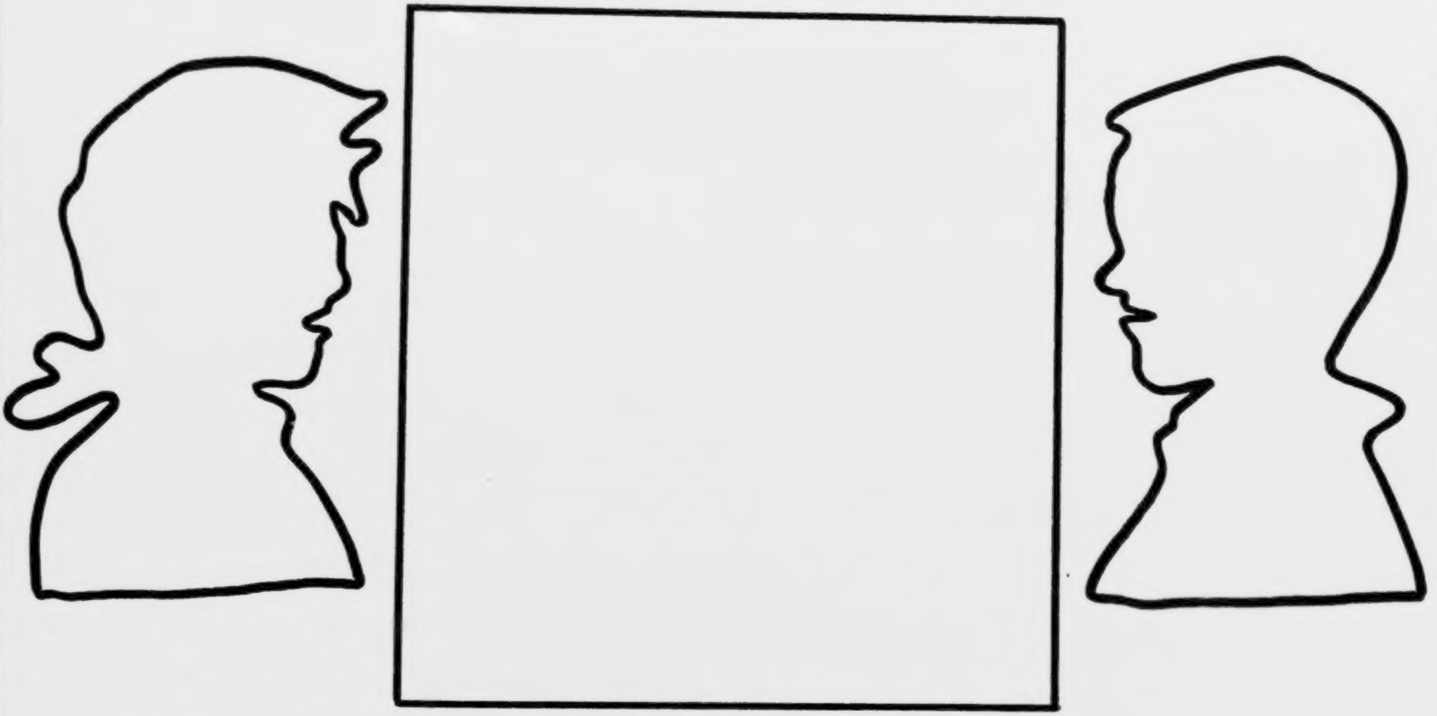
AGES	CHARACTERISTICS
Infant	
1 year	
2 years	
3 years	
4 years	
5 years	

APPENDIX B

CHARACTERISTICS OF A... CHILD CARE WORKER

- Never leaves children unattended
- Considers child's needs and wants
- Gets parent approval to accept job
- Fulfills business agreement
- Remains calm in emergencies
- Able to follow instructions
- Gets to know the employer
- Arrives on time
- In charge
- Practices Safety
- Likes children
- Dependable
- Responsible

a child care worker...

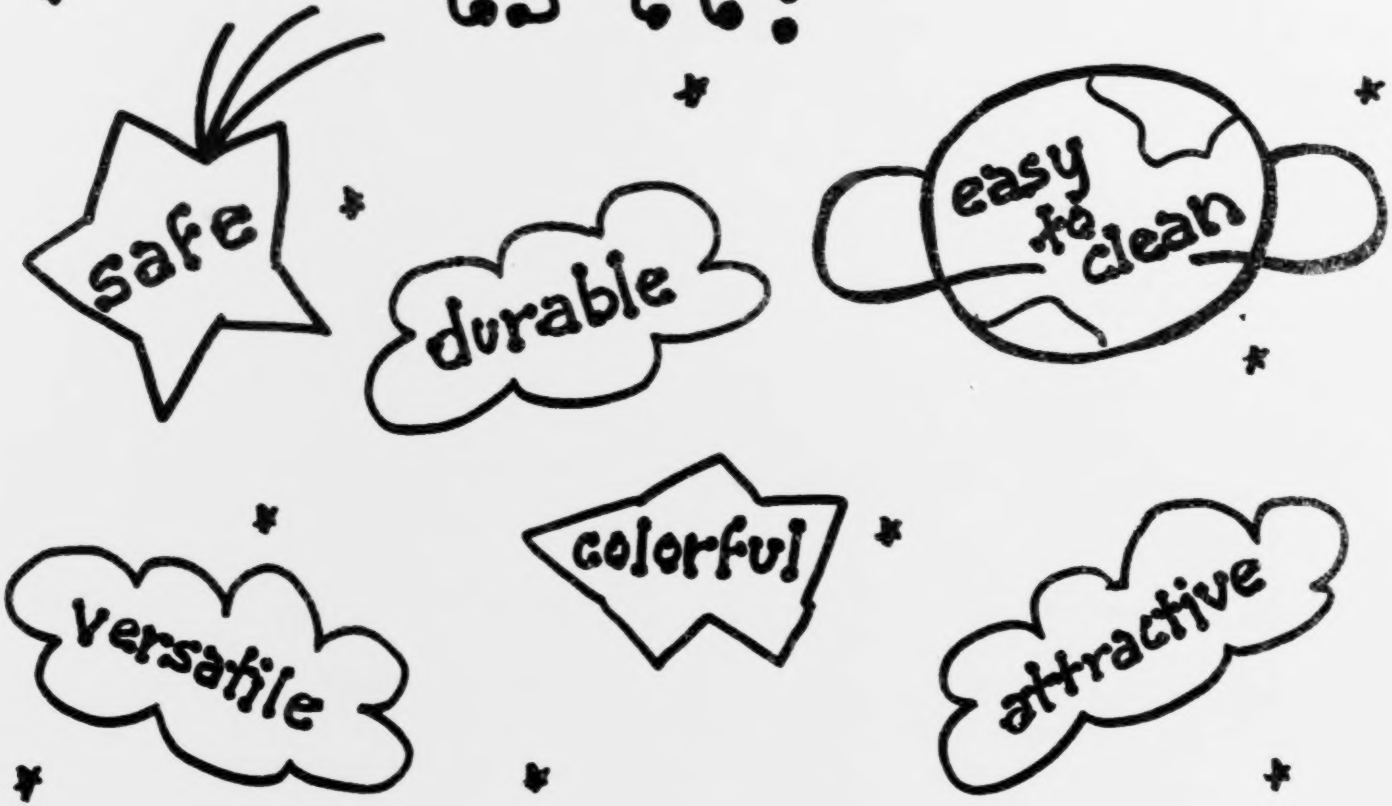


GUIDELINES

RESPONSIBLE CHILD CARE

- Care about the children
- Give positive directions
- Be a good example
- Be constantly aware of children's location and activity
- Avoid use of physical punishment
- Avoid bribing or threatening children
- Praise children often

a child's toy-- is it?


safe
durable
easy to clean
versatile
colorful
attractive

APPENDIX F

DIRECTIONS: Write a short, simple story that would be suitable for young children. Draw pictures or cut pictures from magazines to illustrate the story.

APPENDIX G

PREVENTIVE MEASURES

1. Do not allow children to play near the range.
2. Keep matches out of children's reach.
3. Turn pot handles away from the edge of range.
4.
5.

household
equipment

PREVENTIVE MEASURES

1. Keep small objects, pins, etc. out of children's reach.
2. Do not leave electrical cords hanging where children can reach.
3. Keep shart objects out of children's reach.
4.
5.

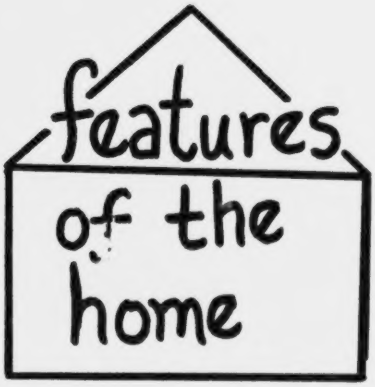
PREVENTIVE MEASURES

1. Never leave a child unattended near water.
2.
3.
4.

AUTOMOBILE

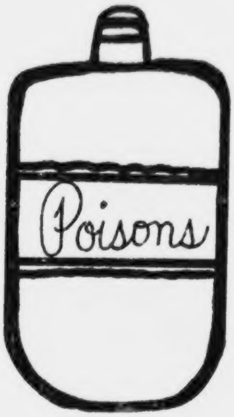
PREVENTIVE MEASURES

1. Use child safety restraints when traveling in auto.
2. Do not allow children to play near busy highways.
3. Teach children safe way to cross highway.
4.
5.



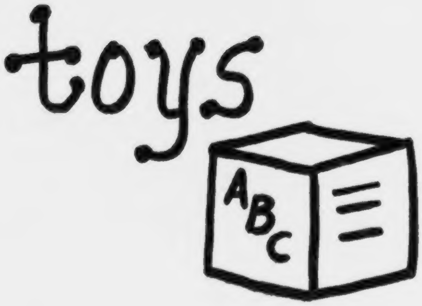
PREVENTIVE MEASURES

1. Use protective gates near staris and exit areas.
2. Store objects that can cause harm out of children's reach.
3. Arrange furniture to promote safe traffic flow.
4.
5.



PREVENTIVE MEASURES

1. Store poisonous substances out of children's reach.
2. Don't refer to medicine as candy.
3. Don't store poisons in beverage containers.
4.
5.



PREVENTIVE MEASURES

1. Select toys appropriate to child's age and abilities.
2. Do not allow children to play with broken toys.
3. Do not select toys with pointed edges.
4.
5.

APPENDIX H

DANGERS IN THE HOME

Children learn by exploring. Sometimes a child finds something that can hurt him or her. A child can swallow or choke on small objects. Sharp or hot objects can cut or burn a child. A child can fall from windows or down stairs. As an older brother/sister, you must help to make your home safe for younger children. Look around your home. Make a list of possible dangers to a child. Below the list, write a paragraph of how you would free your home of these dangers.

DANGERS:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

UNIT TEST

CHILD CARE AND DEVELOPMENT

PART I: TRUE-FALSE

Directions: In the blank provided indicate with a "T" if the statement is TRUE or with an "F" if it is FALSE.

______ 1. An infant can lift his head, hold small objects and walk.

______ 2. A one-year-old grows rapidly in height and weight.

______ 3. A toy should be suited to the child in age, interest, and ability.

______ 4. There are agencies and sources to help children with problems.

______ 5. The two-year-old can follow simple directions.

______ 6. Child care work is a job that should be taken seriously.

______ 7. The newspaper is a good source for child care jobs.

______ 8. A story is suitable to a child of any age.

______ 9. You should never gossip about things you hear or see while on the job.

______ 10. After the children are asleep you do not have to check on them anymore.

PART II: SHORT COMPLETION

Directions: In the blanks to the left, write the word(s) that complete the statement.

1. ____________________ Factors affecting growth and development include _1_, _2_, _3_, and _4_.
2. ____________________
3. ____________________
4. ____________________
5. ____________________ An infant _5_ birth weight and _6_ in length by the end of the first year.
6. ____________________

7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________

Five characteristics of a good child care care worker are _7_, _8_, _9_, _10_, and _11_.

12. ____________________
13. ____________________
14. ____________________

Three benefits of child care work are _12_, _13_, and _14_.

15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

Six characteristics of a good toy are _15_, _16_, _17_, _18_, _19_, _20_.

21. ____________________
22. ____________________
23. ____________________
24. ____________________

Information needed by the child care worker accepting a job: _21_, _22_, _23_, and _24_.

25. ____________________
26. ____________________
27. ____________________
28. ____________________

Four common safety hazards in a home: _25_, _26_, _27_, _28_.

29. ____________________
30. ____________________
31. ____________________
32. ____________________

Four characteristics of a good story are _29_, _30_, _31_, and _32_.

UNIT TEST - ANSWER KEY

CHILD CARE AND DEVELOPMENT

PART I: TRUE-FALSE

1. False
2. False
3. True
4. True
5. True
6. True
7. True
8. False
9. True
10. False

PART II: SHORT COMPLETION

1. - 4. Heredity
Environment
Nutrition
Health

5. triples

6. doubles

7. - 11. Dependable
Likes children
Responsible
Practices safety
Never leaves child alone
Able to follow instructions
Consider child's needs and wants
In charge
Fulfills agreement
Arrives on time

Gets parent approval
Gets to know employer
Remains calm in emergencies

12. - 14. Accept responsibility
Earn money
Develop friendships
Gain experience
Develop independence
Develop a better understanding of children

15. - 20. Safe
Durable
Educational
Colorful
Attractive shape
Easy to clean
Reasonable cost
Versatile
Suited to child

21. - 24. Number of children
Ages of children
Time of arrival
Date needed
Hours expected to work
Amount paid
Transportation arrangements

25. - 28. Fire
Household equipment
Features of the home
Poisons
Water
Automobiles
Toys

29. - 32. Allows child to use or develop imagination
Contains a lot of action
Suits child's age
Contains pictures
Contains familiar places, people, or events
Does not frighten or upset child

UNIT ONE

CHILD CARE AND DEVELOPMENT
(OPTION TWO)*

INTRODUCTION

Louisiana leads the nation in the number of teenage pregnancies. Physically, children mature at a younger age. Because of the increased number of teenage pregnancies and the early sexual experiences of teenagers, it is important that they be given factual information concerning the realities of teenage pregnancy. This unit focuses on the reality of teenage pregnancies, prenatal development, and birth defects.

COMPETENCIES

1. Be aware of the expenses involved when having a baby.
2. Understand the stages of prenatal development.
3. Be aware of the complications of pregnancy which can lead to birth defects.
4. Develop an awareness of the time demands of caring for an infant.
5. Be aware of the characteristics of newborns.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify expenses involved in having a baby.
2. Recognize periods of development throughout pregnancy.
3. Recognize hereditary and environmental birth defects.
4. Understand the time demands and responsibility of caring for an infant.

*Unit included information that may be considered within the definition of "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Please refer to "Guidelines for Instruction of Sex Education in Louisiana," in the Appendix, pages A-1 to A-17.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In a class activity, students will compute costs of having and caring for a baby today.
2. On a written test, students will describe general care for infants.
3. In class discussion, students will list factors to be considered in a healthy pregnancy.
4. In class discussion, students will identify stages of pregnancy.
5. In a class discussion, students will discuss problems of teenage pregnancy.
6. In a class discussion, students will identify methods of childbirth.
7. On a written test, students will identify hereditary and environmental birth defects.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of the child care unit to students. Use the materials in the appendix to enhance the presentation of the subject matter in the classroom. Invite outside speakers to promote awareness of the immense time and expense involved in having and caring for a baby. Use class discussion to help students understand causes of birth defects.

SUGGESTED INTEREST APPROACHES

1. Students will listen to a new parent as a guest speaker, concerning cost, care, and time involved with a new baby.
2. Students complete "Egg Baby Activity."
3. Students view film on the alternatives for unwed mothers.
4. Guest speaker will talk to students on birth defects.

UNIT OUTLINE

CHILD CARE AND DEVELOPMENT
(OPTION TWO)

I. A baby in the home

   A. Family reactions
   B. Additional responsibility

II. Cost and care of babies

   A. Costs of prenatal care and delivery
   B. Costs of infant care
   C. General infant care

III. Prenatal development

   A. Health care during pregnancy
   B. Stages of prenatal development
   C. Teenage pregnancy

IV. Methods of childbirth

V. Birth defects

   A. Hereditary birth defects
   B. Environmental birth defects

1. In a class activity, students will compute costs of having and caring for a baby today.

Unit Content	Learning Activities
A baby in the family --Family reactions --Additional responsibility	1. View bulletin board "Healthy Babies--You Decide," in Appendix A.
Cost and care of babies --Costs of prenatal care and delivery	2. Interview a new mother and father using Appendix B, "A New Baby in the Family."
--Costs of infant care	3. Complete worksheet, "$ Costs of a Baby $" in Appendix C.

2. On a written test, students will describe general care for infants.

Unit Content	Learning Activities
General infant care --Feeding --Holding --Bathing --Sleep habits --Dressing	1. Listen to resource speaker discuss costs and responsibilities of caring for a baby. 2. Participate in "Egg Baby" activity, Appendix D.

3. In a class discussion, students will list factors to be considered in a healthy pregnancy.

Unit Content	Learning Activities
Prenatal development --Health care during pregnancy .Nutrition .Regular medical visits	1. Listen to guest speaker discuss health care during pregnancy. 2. Complete activity sheet "How Much Did I Munch?" in Appendix E.

4. In a class discussion, students will identify stages of pregnancy.

Unit Content	Learning Activities
Stages of prenatal development --Period of ovum --Period of embryo --Period of fetus	1. Complete and discuss activity sheet "As I Grow" in Appendix F. 2. Discuss stages of prenatal development using posters, transparencies, or other visual aids.

5. In a class discussion, students will discuss problems of teenage pregnancy.

Unit Content	Learning Activities
--Teenage pregnancy .Problems involved .Options for pregnant teenagers	1. View and discuss film on teenage pregnancy. 2. Listen to speaker from agency for unwed mothers. 3. Brainstorm and discuss options for pregnant teenagers.

6. In a class discussion, students will identify methods of childbirth.

Unit Content	Learning Activities
Methods of childbirth --Cesarean section --Natural childbirth	1. Discuss methods of childbirth using information in Appendix G.
Premature birth --Frequency in teens --Special care	2. View pictures of premature babies and discuss problems.

---

7. On a written test, students will identify hereditary and environmental birth defects.

Unit Content

Birth defects
- --Hereditary birth defects
  - .Cystic fibrosis
  - .Down's syndrome
  - .Rh disease
  - .PKU
  - .Sickle cell anemia
- --Environmental birth defects
  - .Rubella
  - .Venereal diseases
  - .Cerebral palsy
  - .Drug related
  - .Fetal alcohol syndrome
  - .Smoking

Learning Activities

1. Define and discuss birth defects using transparency in Appendix H.
2. Listen to speaker from school for special children.
3. Listen to panel discussion by parents of special children.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written assignments with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation, and

Actively participating in class discussions.

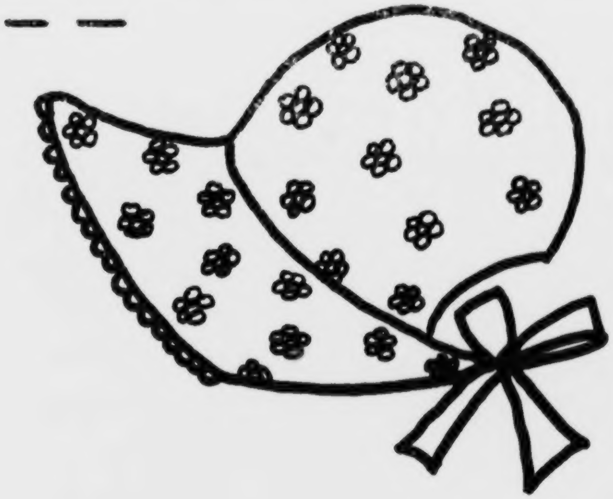
EQUIPMENT AND SUPPLIES

Testbook, films, and activity sheets selected by the teacher.

Hard cooked eggs are needed for egg activity.

APPENDIX A

HEALTHY BABIES--
YOU DECIDE!



IA-9

*NOTE: Use pamphlets or newspaper articles promoting healthy babies to complete bulletin board.

APPENDIX B

A NEW BABY IN THE FAMILY

DIRECTIONS:

Interview the parents of a new baby using the questions below.

MOTHER INTERVIEW:

1. How did these things change:

	when you were pregnant?	with the arrival of the baby?
Entertainment		
Work or school		
Body care		

2. List two problems that have arisen since the birth of your baby.

3. List two exciting things that have happened since the birth of your baby.

FATHER INTERVIEW:

1. Describe your feelings when:

   -you found out your wife was pregnant.

   -the baby was born.

   -you held your child for the first time.

2. List two problems that have arisen since the birth of your baby.

3. List two exciting things that have happened since the birth of your baby.

APPENDIX C

$ COSTS OF A BABY $

DIRECTIONS:

Often times the entire cost of a baby is not considered. Divide into groups and research one area of expense listed. Each group will report results to the class. Complete chart using information given by each group. Add all expenses to determine the total cost of a baby.

PRENATAL   COT

Doctor's fee ________

Delivery cost ________

Hospital cost ________

Hospital nursery cost ________

Five maternity outfits ________

Other ________________ ________

HEALTH

Baby doctor (first three months) ________

Baby lotion ________

Baby oil ________

Q-tips ________

Other ________________ ________

FOOD

Formula ________

Baby food ________

Water ________

Other ________

CLOTHING	**COT**
Sleepers, gowns	________
Diapers	________
Coat	________
Five outfits	________
Socks	________
Shoes	________
Other ____________________	________
EQUIPMENT	
Formula	________
Baby food	________
Water	________
Other _____________________	________
TOTAL COST	________

Birth Certificate

____

WAS BORN ON ____________________. THIS EGG BABY WAS BORN TO ________________________ WHO PROMISES LOTS OF LOVE, LOTS OF CARING, AND TO BE A GOOD PARENT.

HAIR COLOR ______________

EYE COLOR ______________

LENGTH ______________

WEIGHT ______________

____

TEACHER

APPENDIX D

IA-14

APPENDIX E

HOW MUCH DID I MUNCH

DIRECTIONS:

Fill in the chart below with all the foods you eat during one day. Write each food eaten in the group to which it belongs. Then answer the questions which follow the chart.

	Milk Group	Bread-Cereal Group	Meat Group	Fruit-Vegetable Group	Other Foods
Breakfast					
Lunch					
Dinner					
Snacks					
Total Servings					

QUESTIONS:

1. Did you eat the recommended number of servings from each food group? If not, which food groups were lacking?

   ____

   ____

2. What could you have eaten during the day in order to meet the recommended number of servings?

   ____

   ____

3. Do you eat snacks between meals? How does this affect your appetite?

   ____

   ____

4. Were the foods you used to complete this chart typical of what you normally eat? If not, how are they different?

   ____

   ____

APPENDIX F

AS I GROW

DIRECTIONS:

Listed are nine growth characteristics of an unborn child. Each characteristic is associated to a particular month of pregnancy. Put the characteristics in order (1-9) according to the month of development.

_____ A. The baby is sensitive to loud noises.

_____ B. The baby is in the fetal position.

_____ C. The fetal heartbeat can be heard.

_____ D. The fetus is about the size of a man's thumb.

_____ E. The unborn baby drops into the lower pelvis.

_____ F. The fetus begins to move, but the movement cannot be felt by the mother.

_____ G. The baby is upside down, head against the mother's pelvis.

_____ H. Protruding bumps indicate the beginnings of arms and legs.

_____ I. Strong movements of the fetus are visible to others.

APPENDIX F
ANSWER KEY

A. 8

B. 5

C. 4

D. 1

E. 9

F. 3

G. 7

H. 2

I. 6

APPENDIX G

METHODS OF CHILDBIRTH

I. STANDARD

A. Pain relievers used
- 1. Analgesics
  - a. Definition
  - b. Types
    - 1. Sedatives
    - 2. Tranquilizers
    - 3. Narcotics
  - c. Effects
    - 1. Relaxes the patient
    - 2. Decreases sensitivity to pain/discomfort
    - 3. Produces rest/sleep
- 2. Anesthetic
  - a. Definition
  - b. Types
    - 1. General
      - -Produces temporary unconsciousness, muscle relaxation, and complete absence of pain
    - 2. Local
      - -Works only on area of pain
      - -Mother is conscious during delivery
      - -Preferred anesthetic
        - .Effective
        - .Fewer side effects
      - -May produce blood pressure problems

B. Possible dangers of pain relievers
- 1. Interfere with breathing of mother and unborn child
- 2. Cross placenta to fetal bloodstream
- 3. Depress baby's respiratory center
- 4. Infant born sleepy and sluggish
- 5. Slow down or stop labor

II. NATURAL

A. Systems
- 1. The Read method
  - -Dr. Grantly Dick-Read, 1914, England
  - -Attempts to eliminate pain by eliminating fear
  - -Mother thoroughly informed about pregnancy and birth
  - -Special exercises during pregnancy
    - .Relaxation
    - .Controlled breathing
    - .Muscle toning
  - -Mother understands that labor pains are muscular contractions which deliver the child; she doesn't look on them as pain

-Mother cooperates and assists in the birth process

2. The Lamaze method
   - -Ivan Pavlov, Russian physiologist, theory of conditioned reflex
   - -Uses the idea that a distracting stimulus can change the response to a painful stimulus
   - -PPM (psychoprophylactic method)
     - .Quick breathing pants
     - .Relazation exercises
   - -Dr. Fernand Lamaze, French obstetrician, modified PPM--today, Lamaze method

III. CESAREAN SECTION

A. Origin
   1. Julius Caesar, Roman Emperor, delivered this way

B. Procedure
   1. Major surgery
   2. Longer hospital stay

APPENDIX H

ENVIRONMENTAL BIRTH DEFECTS

- Rubella
- Venereal Diseases
- Cerebral Palsy
- Drug Related
- Fetal Alcohol Syndrome
- Smoking
- X-Rays

HEREDITARY BIRTH DEFECTS

- Cystic fibrosis
- Down's syndrome
- Rh disease
- PKU
- Sickle cell anemia

UNIT TEST
CHILD CARE-OPTION TWO

PART I: FILL IN THE BLANK

DIRECTIONS: Write the word or words that best complete each sentence in the space to the left of the sentence.

____________________ 1. A baby who is dead at birth is referred to as ---.

____________________ 2. Another name for rubella is ---.

____________________ 3. The inability to have children is called ---.

____________________ 4. The --- is the tissue that transports food and wastes between the mother and her unborn child.

____________________ 5. --- are produced by the body to defend it against germs and foreign substances.

PART II: TRUE-FALSE

DIRECTIONS: Read each statement carefully. If the statement is true, write the word TRUE in the space. Write FALSE, if the statement is incorrect.

_____ 1. The use of fertility drugs increases the chances of multiple births.

_____ 2. "Prenatal" refers to the first six weeks of life after birth.

_____ 3. Fertility drugs are medications given only during pregnancy.

_____ 4. During pregnancy a woman should take only medication prescribed by her doctor.

_____ 5. Most hereditary diseases can be cured if detected early and properly treated.

_____ 6. PKU is a hereditary disorder which prevents the body from using protein properly.

_____ 7. The birth defect once called Mongolism is now known as Down's Syndrome.

_____ 8. Some states require every pregnant woman to be tested for venereal disease.

_____ 9. A mother addicted to hard drugs passes her addiction on to her baby during pregnancy.

_____ 10. Smoking will not harm the unborn child.

_____ 11. Good nutrition is the most important consideration in prenatal care.

_____ 12. Protein comes mainly from cereal and grain products.

_____ 13. Calcium and phosphorus help build bones and teeth.

_____ 14. Poor nutrition in teenagers is mainly caused by lack of money.

_____ 15. For the first few months of life, a baby should be cared for only by the mother.

_____ 16. Children under age two need not be told that a new baby is coming.

_____ 17. Physical changes during pregnancy can cause a woman to experience emotional problems.

_____ 18. The physical risks of pregnancy are higher for adolescents.

_____ 19. Teenage mothers are more likely to have a child with a defect.

_____ 20. Chromosomes from the mother produce baby girls, while those from the father produce boys.

PART III: MATCHING

DIRECTIONS: Match each of the terms in Column A with its best definition from Column B. Place the letter of the correct definition in the space provided. Use each definition only once.

	COLUMN A	COLUMN B
_____	1. Period of the embryo	A. Womb
_____	2. Amniotic fluid	B. Third stage of pregnancy
_____	3. Uterus	C. Beginning of life
_____	4. Period of the ovum	D. Second stage of pregnancy
_____	5. Fertilization	E. Surrounds the unborn baby
_____	6. Period of the fetus	F. First stage of pregnancy

PART IV: MULTIPLE CHOICE

DIRECTIONS: Write the letter of the best answer to each question in the space provided.

_____ 1. Through what does the nourishment pass from the mother to her unborn child?
   A. Fallopian tube
   B. Umbilical cord
   C. Uterus
   D. Amniotic sac

_____ 2. Which of the following is not a common first sign of pregnancy?
   A. Enlarged abdomen
   B. Missed period
   C. Morning nausea
   D. Tenderness in breasts

_____ 3. All of the following statements describe Down's syndrome except:
- A. It was previously known as cystic fibrosis.
- B. Chromosome 21 occurs as a triplet rather than a pair.
- C. A victim has many defects, physical and mental.
- D. The victim develops at a much slower rate than a normal baby.

_____ 4. All of the following statements correctly describe rubella except:
- A. In the early months of pregnancy, the rubella virus reduces the growth of cells.
- B. Mothers with rubella may have mild symptoms or none at all.
- C. A vaccine is available to prevent the disease.
- D. The virus is most dangerous during the last months of pregnancy.

_____ 5. All of the following statements correctly describe cerebral palsy except:
- A. It is caused by an inherited birth defect.
- B. Symptoms include nervous spasms, lack of coordination, and difficulty with speech.
- C. There is no cure for cerebral palsy.
- D. The term cerebral palsy refers to a variety of nerve disorders.

UNIT TEST - ANSWER KEY

CHILD CARE AND DEVELOPMENT - OPTION TWO

PART I: FILL IN THE BLANK

1. Stillborn
2. German measles
3. Infertility
4. Placenta
5. Antibodies

PART II: TRUE-FALSE

1. T
2. F
3. F
4. T
5. F
6. T
7. 7
8. T
9. T
10. F
11. T
12. F
13. T
14. F
15. F
16. F
17. T
18. T
19. T
20. F

PART III: MATCHING

1. D
2. E
3. A
4. F
5. C
6. B

PART IV: MULTIPLE CHOICE

1. B
2. A
3. A
4. D
5. A

UNIT TWO

CLOTHING AND TEXTILES

INTRODUCTION

Today's teenager plays an important part in a family's decision-making process. Decisions related to clothing should be based on competencies and skills learned in Consumer Homemaking I. This unit focuses on consumer skills, wardrobe planning and care of clothing. In addition, basic sewing skills are developed.

COMPETENCIES

1. Develop an awareness of the functions of clothing.
2. Recognize the effects of design on an individual's appearance.
3. Understand the role that a long-term plan has on wardrobe planning.
4. Recognize factors to consider when buying clothing.
5. Demonstrate basic clothing care principles.
6. Demonstrate the correct use and care of sewing and pressing equipment.
7. Select a pattern suitable for a beginner in sewing.
8. Demonstrate the ability to construct a simple garment and/or construct samples of clothing construction techniques.
9. Develop an awareness of careers in clothing, textiles, and merchandising.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Describe the functions of clothing.
2. Use elements of design in clothing selection.
3. Recognize needs and wants when planning a wardrobe.
4. Apply consumer skills when purchasing clothing.

5. Practice proper clothing care techniques.

6. Use and care for sewing and pressing equipment.

7. Demonstrate the ability to select and use a pattern suitable for a beginner in sewing.

8. Construct a simple garment and/or construct samples of clothing construction techniques.

9. Research careers in clothing, textiles, and merchandising.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through group discussion, students will identify the functions of clothing.

2. Through activities, students will recognize the effects of the elements of design on an individual's appearance.

3. Through discussion, students will differentiate between needs and wants in wardrobe planning.

4. On a written test, students will demonstrate consumer tips to follow when shopping for clothing.

5. Through activities, students will explain clothing care procedures.

6. On a written test, students will identify and describe the purposes of sewing equipment.

7. On a written test, students will identify parts of a pattern.

8. As a project, students will construct a simple garment and/or samples of clothing construction techniques.

9. As a project, students will compile a reference list of careers in clothing, textiles, and merchandising.

METHODOLOGY

Use the information from the unit outline to introduce color, clothing care, and selection of clothing. Develop a class project that will introduce basic sewing skills to students. Use the materials in the appendix to enhance classroom presentation. Promote student pride and self-confidence by encouraging students to invite community members to come into the school to view completed projects.

SUGGESTED INTEREST APPROACHES

1. Have students produce their own color wheel using water, food coloring (primary colors only) and clear, plastic drinking glasses.
2. To assess students' recognition of sewing terms, ask the students to participate in "Clothing Bingo."
3. Have students complete the exercise "Your Closet."
4. Have students participate in clothing laboratory.

UNIT OUTLINE

CLOTHING AND TEXTILES

I. Clothing

  A. Functions
  B. Factors affecting choices

II. Elements of design

  A. Color
  B. Line
  C. Proportion
  D. Texture
  E. Balance
  F. Emphasis

III. Wardrobe planning

IV. Buying clothing

  A. Factors to consider
    1. Needs and wants
    2. Resources
    3. Types of stores
    4. Methods of payment
    5. Sales
    6. Fashion
    7. Fibers and fabrics
  B. Consumer tips

V. Clothing care

  A. General care
  B. Cleaning clothes
  C. Simple repairs
  D. Storage
  E. Recycling

VI. Sewing equipment

  A. Small sewing equipment
  B. Sewing machine
  C. Pressing equipment

VII. Patterns

- A. Pattern information
- B. Pattern sizes
- C. Pattern selection

VIII. Construction techniques

- A. Fabric preparation
- B. Pattern placement
- C. Cutting
- D. Marking
- E. Basic construction

IX. Careers in clothing, textiles, and merchandising

- A. History
- B. Research and development
- C. Design and manufacturing
- D. Merchandising
- E. Services
- F. Communications
- G. Education

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Functions of clothing	Reading	1. View bulletin board on functions of clothing.
	Reading Writing	2. List and discuss the functions of clothing.
Factors affecting clothing choices	Writing	4. List factors affecting clothing choices.
Objective 2 Elements of design	Reading	1. Discuss and define terms related to color.
	Reading	2. View bulletin board on color basics.
	Reading Writing	3. Complete "Color Clues" worksheet.
	Reading	5. View transparencies on elements of design.
Objective 3 Wardrobe planning	Reading Writing	1. Define wardrobe planning, needs, wants, and inventory.
	Reading Writing	2. Complete clothing inventory worksheet "Your Closet."
	Reading	3. Review steps for developing a long-term wardrobe plan.
Objective 4 Buying clothing	Reading	1. View bulletin board on "Consumer Points."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	3. Complete "Shopping Spree Match" worksheet.
	Reading Writing Mathematics	4. Complete "Shopping Cents" worksheet.
	Reading	7. Participate in "Fiber Match-Up" game.
	Reading	8. Discuss fabric finishes using handout or transparency.
	Reading	9. View and discuss consumer tips on buying clothing.
	Reading Writing	10. Using crossword puzzle, review information on buying.
	Reading Writing	11. Complete worksheet "Are You a Good Shopper?"
Objective 5 Clothing care	Reading Writing	2. View transparencies on labels and complete worksheet.
	Reading Writing	3. Complete worksheet "Care Label Match-Up."
	Reading	4. Review stain removal chart.
	Reading Writing	5. Participate in stain removal lab and complete worksheet.
Objective 6 Sewing equipment	Reading	1. Discuss name, use, and care of small sewing equipment using handout or transparency.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	4. Complete worksheet "Puzzling Sewing Equipment."
	Reading Writing	5. Complete worksheet "Sewing Scramble."
	Reading Writing	7. Identify parts of the sewing machine using diagram.
	Reading Writing	8. Complete worksheets on "Sewing Machine Parts."
Objective 7 Patterns	Reading	1. Define pattern using handout or transparency.
	Reading Writing	2. Identify information found on a pattern using worksheets and transparency.
	Reading Writing	3. Identify pattern symbols using handout.
	Reading Writing	4. Identify pattern pieces using handout.
	Reading Writing	6. With a partner, complete "My Measurements" worksheet.
	Reading Mathematics	7. Compare measurements to standard chart to determine pattern size.
	Reading Writing	9. Complete worksheet "Ready to Sew."
Objective 8 Construction techniques	Reading Mathematics	2. Separate, press and alter needed pattern pieces.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	4. Using handout, "Pattern Layout," develop skills in laying out a pattern.
	Reading Writing Mathematics	5. Complete worksheet "Is It Cutting Time?"
	Reading	10. Define sewing terms using handout or transparency.
	Reading	11. Participate in "Clothing Bingo."
Objective 9 Careers in clothing, textiles, and merchandising	Reading	2. Brainstorm and list jobs in the clothing industry.
	Reading	3. Research a career in the clothing industry. Discuss.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. Through group discussion, students will identify the functions of clothing.

Unit Content

Clothing
  --Functions of clothing
    .Protection
    .Modesty
    .Identification
    .Decoration

  --Factors affecting clothing choices
    .Your self-concept
    .Your looks
    .Your activities
    .Your personality
    .The group you belong to
    .The climate
    .Your lifestyle
    .The occasion

Learning Activities

1. View bulletin board on functions of clothing in Appendix A.
2. List and discuss the functions of clothing.
3. Tell the reason for selecting garments worn today. Discuss.
4. List factors affecting clothing choices.

2. Through activities, students will recognize the effects of the elements of design on an individual's appearance.

Unit Content

Elements of design
  --Color
    .Definitions
      -Primary
      -Secondary
      -Intermediate
      -Pure
      -Tint
      -Shade
      -Value scale
      -Warm
      -Cool
      -Intensity
      -Monochromatic

Learning Activities

1. Discuss and define terms related to color in Appendix B.
2. View bulletin board in Appendix C.
3. Complete "Color Clues" worksheet in Appendix D.
4. View demonstration on mixing colors and produce colors on color wheel using water and food coloring.

-Adjacent
-Neutral
-Complementary
.Effects on personal coloring
--Line
.Definition
.Types
-Vertical
-Horizontal
-Curved
-Diagonal
--Proportion
.Definition
.Types
-Equal
-Unequal
--Texture
.Definition
.Types
-Rough
-Smooth
-Hard
-Soft
-Bulky
--Balance
.Definition
.Types
-Formal or equal
-Informal or unequal
--Emphasis
.Definition

5. View transparencies on elements of design in Appendix E. Discuss.

6. Collect five pictures of garments. Evaluate according to elements of design. Discuss.

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3. Through discussion, students will differentiate between needs and wants in wardrobe planning.

Unit Content

Wardrobe planning
--Definition
.Needs
.Wants
.Inventory
--Wardrobe inventory

Learning Activities

1. Define wardrobe planning, needs, wants and inventory using Appendix B.

2. Complete clothing inventory using worksheet "Your Closet" in Appendix F.

3. Review steps for developing a long-term wardrobe plan using Appendix G.

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4. On a written test, students will explain consumer tips to follow when shopping for clothing.

Unit Content	Learning Activities
Buying clothing	1. View bulletin board in Appendix H.
--Factors to consider .Needs .Wants	2. Discuss and review needs and wants.
.Resources .Types of stores	3. Complete "Shopping Spree Match" worksheet in Appendix I.
.Sales	4. Complete "Shopping Cents" worksheet in Appendix J.
.Fashion -History of fashion	5. Discuss history of fashion.
-Current styles -Fads	6. Listen to a fashion expert discuss style vs. fad.
.Fibers -Natural fibers -Man-made fibers	7. Participate in game "Fiber Match-Up" in Appendix K.
.Fabrics -Choosing fabrics -Fabric finishes	8. Discuss fabric finishes using Appendix L.
--Consumer tips .Check quality .Comparison shop .Handmade or ready-made .Watch for sales	9. View and discuss consumer tips on buying clothing using transparency in Appendix M.
.Determine correct size .Coordinate purchase .Evaluate store policies .Make practical purchases	10. Review information on buying using crossword puzzle in Appendix N.
.Know sources of consumer information	11. Complete worksheet "Are You a Good Shopper?" in Appendix O.

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5. Through activities, students will demonstrate clothing care procedures.

Unit Content	Learning Activities
Clothing care --General care .Daily care .Occasional care .Seasonal care	1. Discuss general care of clothing.
--Cleaning clothes .Care labels -Information -Federal Trade Commission	2. View transparencies on labels and complete worksheet in Appendix P.
.Permanent Care Labeling Law .Fiber Identification Law .Flammable Fabrics Act	3. Complete worksheet "Care Label Match-Up" in Appendix Q.
.Stains -Types of stains	4. Review stain removal chart in Appendix R.
-Stain removal	5. Participate in stain removal lab and complete worksheet in Appendix S.
.Sorting clothes -By care label -By method of washing .Machine wash .Hand wash .Dry-clean -By color -By fabric .Laundering clothes -Washing .Hand .Machine -Drying .Line .Machine .Flat	6. Discuss steps for washing clothes.
-Folding -Ironing -Dry-cleaning -Coin-operated laundramat	7. View demonstration on proper techniques of folding and ironing clothes.

--Simple clothing repairs .Repairing snaps .Mending seams .Patching a hole .Replacing fasteners .Repairing hems	8. View demonstration of simple clothing repairs. 9. Bring a garment to repair as a class project.
--Storage .Closet storage .Drawer storage .Seasonal storage	10. Discuss proper storage of clothing. 11. Participate in FHA garment repair shop for faculty and students.
--Recycling	12. Complete a recycling project.

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6. On a written test, students will identify and describe the purposes of sewing equipment.

Unit Content	Learning Activities
Sewing equipment	
--Small sewing equipment .Measuring equipment -Tape measure -Yardstick -Ruler -Gauge	1. Discuss name, use, and care of small sewing equipment using Appendix T.
.Cutting equipment -Shears .Dressmaker .Pinking -Scissors -Clippers -Seam ripper .Marking equipment -Tracing wheel -Tracing paper -Chalk -Marking pencil .Miscellaneous -Pin cushion -Dressmaker pins -Needles .Sharps .Machine Needles -Thimble	2. Collect equipment to be used in class. 3. Participate in game "What's in the Bag?" in Appendix U. 4. Complete worksheet "Puzzling Sewing Equipment" in Appendix V. 5. Complete worksheet "Sewing Scramble" in Appendix W.

.Care of small sewing equipment	
--The sewing machine .Types of machines -Straight stitch -Zig-zag -Electronic -Serger	6. Discuss types of sewing machines.
.Parts of the sewing machine .Threading the machine .Threading the bobbin .Stitching on the machine .Adjusting the stitch .Care of sewing machine	7. Identify parts of the sewing machine using diagram in Appendix X.
	8. Complete worksheets on "Sewing Machine Parts" in Appendix Y.
	9. View demonstration on threading and stitching on the machine.
	10. Develop skills in threading and stitching on the machine using Appendix Z.
	11. Discuss care of the sewing machine.
--Pressing equipment .Iron -Dry -Steam .Ironing board .Pressing cloth .Tailor's ham .Sleeve board .Press mitt .Seam roll .Care of pressing equipment	12. View demonstration on pressing equipment and proper usage.

---

7. On a written test, students will identify parts of a pattern.

Unit Content	Learning Activities
Patterns --Pattern information .Envelope front	1. Define pattern. Appendix B.
.Envelope back .Guide sheet	2. Identify information found on a pattern using worksheets and transparency in Appendix AA.

.Pattern pieces -Pattern markings -Pattern symbols	3. Identify pattern symbols using Appendix BB.
	4. Identify pattern pieces using Appendix CC.
--Pattern sizes .Figure types .Body sizes -Taking measurements	5. View measuring demonstration.
--Pattern selection	6. With a partner, complete "My Measurements" worksheet in Appendix DD.
.Criteria for selection -Size -Ability -Style	7. Compare measurements to standard chart to determine pattern size.
.Pattern brands -McCall's -Butterick -Simplicity -Vogue -Quik Sew	8. Select a pattern for use in class. 9. Complete worksheet "Ready to Sew?" in Appendix EE prior to purchasing supplies.

---

8. As a project, students will construct a simple garment and/or samples of clothing construction techniques.

Unit Content	Learning Activities
Construction techniques --Fabric preparation .Making grain thread perfect -Tearing -Pulling a thread -Cutting along a thread .Straightening the grain -Pulling on a bias .Preshrinking	1. View demonstration on fabric preparation techniques.
--Pattern placement .Preparing pattern pieces -Separate -Press -Alteration	2. Separate, press, and alter needed pattern pieces.

.Layout
  -Identify grain line
  -Identify right and wrong side of fabric and pattern pieces
  -Identify layout on guide sheet
  -Place pattern pieces on grain line
  -Pin in place
    .Use dressmaker pins
    .Pin within cutting line
    .Place pins perpendicular to cutting line
--Cutting
  .Use a sharp dressmaker shears
  .Do not cut on fold line
  .Hold material flat with one hand, cut with the other
  .Cut notches outward, not inward
  .Use long, smooth strokes
--Marking
  .Tracing wheel and paper
    -Mark on wrong side of fabric
    -Use color easily seen on wrong side of fabric but easily removed
  .Chalk
  .Marking pencil
--Basic construction
  .Unit construction
    -Definition
  .Sewing terms
    -Selvage
    -Grain
    -Fold of fabric
    -Interfacing
    -Basting
    -Regular stitching
    -Stay stitching
    -Back stitching
    -Directional stitching
    -Slip stitching
    -Ease
    -Clip
    -Trim
    -Tack

3. View demonstration of pattern placement and pinning

4. Using Appendix FF, "Pattern Layout," develop skills in laying out a pattern.

5. Complete worksheet "Is It Cutting Time?" in Appendix GG.

6. View demonstration on cutting out a pattern.

7. Develop skills in cutting out a pattern.

8. View demonstration on marking fabric.

9. Develop skills in marking fabric.

10. Define sewing terms using Appendix B.

11. Participate in "Clothing Bingo" in Appendix HH.

12. Prepare samples of various construction techniques.

-Layer or grade	
-Seam allowance	
-Understitching	
-Pivot	
-Gathering	
.Preparing the pieces	13. Develop skills in unit construction.
-Staystitching	
-Shaping darts, tucks	
.Assembling the pieces	
-Seams	
-Seam finishes	14. View sample of seam finishes.
.Pinked	
.Zigzagged	
.Pinked and stitched	
.Overcast	15. Develop skills in finishing seams.
.Adding the details	
-Facings	
-Darts	
-Fasteners	
-Hems	
-Special pieces	
.Collars	
.Sleeves	
.Pockets	
.Waistbands	
.Casings	
.Trims	
.Pressing	
-Press as you go	
-Final pressing	

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9. As a project, students will compile a reference list of careers in clothing, textiles, and merchandising.

Unit Content	Learning Activities
Careers in clothing, textiles, and merchandising	
--History	1. Discuss the history of the garment industry.
--Types	
.Research and development	
.Design and manufacturing	2. Brainstorm and list jobs in industry.
.Merchandising	
.Services	
.Communications	3. Research a career in the clothing industry. Discuss.
.Education	

4. Listen to guest speaker discuss a career in the clothing industry.

5. View film on careers in clothing, textiles, and merchandising.

SUPPLEMENTARY MATERIALS

Audiovisuals

The Butterick Sewing Series. "Finishing Touches." New York: Butterick Publishing, 1977.

The Butterick Sewing Series. "Get Set To Sew." New York: Butterick Publishing, 1977.

The Butterick Sewing Series. "Planning to Sew." New York: Butterick Publishing, 1977.

The Butterick Sewing Series. "Starting to Sew." New York: Butterick Publishing, 1977.

Learn to Sew. Malibu, California: To Sew, Inc., 1978.

"Patterns and Fabrics: Finding Your Figure Types," Bergwall Productions, 839 Stewart Avenue, Garden City, New York 11530.

"Patterns and Fabrics: Choosing Patterns and Fabrics," Bergwall Productions, 839 Stewart Avenue, Garden City, New York 11530.

"Sewing Equipment: Tools and Supplies," Bergwall Productions, 839 Stewart Avenue, Garden City, New York 11530.

'Sewing Equipment: Sewing Machine," Bergwall Productions, 839 Stewart Avenue, Garden City, New York 11530.

Duplicating Masters, Bulletin Boards, and Activities

Brendel, Susan. Home Economics Puzzle Fun. Portland, Maine: J. Weston Walch, 1984.

Brown, Mary Anne Symons. The Book of Classroom Games and Bulletin Boards Ideas. New York: Scholastic Magazines, Inc., 1978.

Crossword Puzzles for Consumer Education. Tony, Wisconsin: Homemaking Research Laboratories.

Johnston, William L. Labels on Food and Clothing. Seattle, Washington: United Graphics, Inc., 1975.

Puffer, Susan. 50 Great Sewing Activities. Portland, Maine: J. Weston Walch, 1977.

Rice, Ruth. 50 Word Games for Home Economics Classes. Portland, Maine: J. Weston Walch, 1977.

Schmelzel, Carol R. *Nasco's Activities for Clothing Classes*. Fort Atkinson, Wisconsin: Nasco, 1980.

Schmelzel, Carol R. *Nasco's Consumer Education Puzzle Pack*. Fort Atkinson, Wisconsin: Nasco, 1981.

RESOURCES

Chamberlain, Valerie. *Teen Guide*. New York: Webster Division/McGraw-Hill Book Co., 1985.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

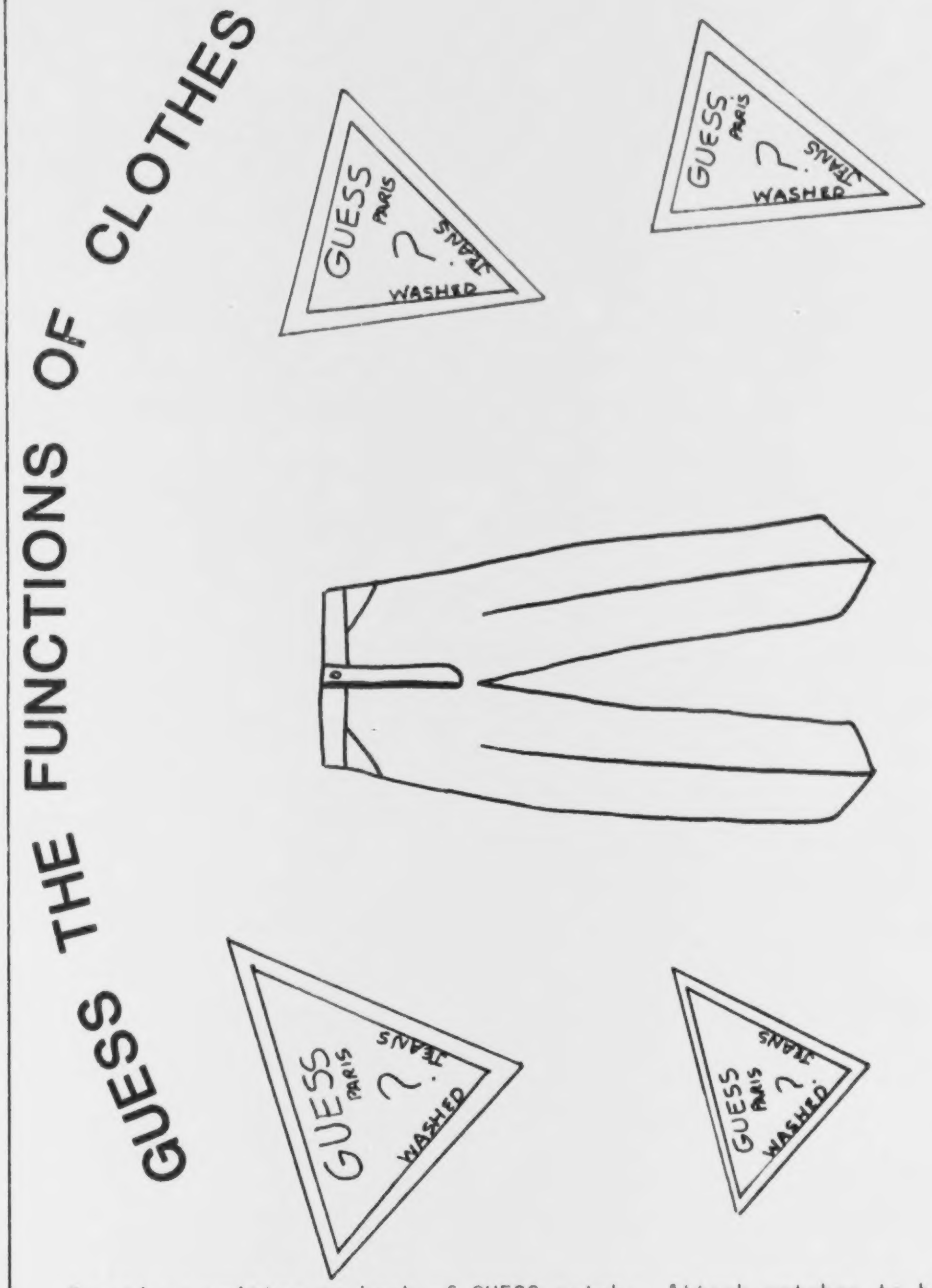
Completing written assignments by utilizing: correct grammar, spelling, and punctuation; and neat handwriting,

Actively participating in lab planning, preparation, and evaluation, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, worksheets, films and filmstrips, bulletin boards, magazines, and transparencies selected by the teacher.


GUESS THE FUNCTIONS OF CLOTHES
GUESS
PARIS
?
JEANS
WASHED

Functions written on back of GUESS patch. Attach patches to board so they can be turned when answer is given. Functions: protection, modesty, identification, decoration.

APPENDIX B

CLOTHING TERMS

1. Color - usually the most noticed element of design.
2. Primary colors - the colors from which all others are made; red, yellow and blue.
3. Secondary colors - obtained by mixing equal amounts of two primary colors; orange, green, and violet.
4. Intermediate colors - obtained by mixing a primary color with a secondary color next to it on the color wheel; blue-green, blue-violet, yellow-orange, yellow-green, red-orange and red-violet.
5. Pure colors - colors to which white or black has not been added; primary and secondary colors.
6. Tints - colors to which white has been added.
7. Shades - colors to which black has been added.
8. Value - the lightness or darkness of a color.
9. Warm colors - reds, yellows, oranges; these give us a feeling of warmth.
10. Cool colors - blues, greens, violets; these give us a feeling of coolness.
11. Intensity - the brightness or dullness of a color.
12. Monochromatic colors - variations of one color.
13. Adjacent colors - colors which are next to each other on the color wheel.
14. Neutral colors - black, white, and gray.
15. Complementary colors - colors which are opposite on the color wheel.
16. Lines - narrow form which appears to have length but no width.
17. Vertical lines - lines which point upward and downward.
18. Horizontal lines - lines which move from side to side; follow the

horizon.

19. Curved lines - lines which are not straight.

20. Diagonal lines - lines which are neither vertical nor horizontal.

21. Proportion - the ratio of one part of a garment to another.

22. Texture - the appearance or feel of the surface of a fabric.

23. Print - the design applied to a fabric.

24. Balance - equal or unequal sides of a garment.

25. Emphasis - one part of the garment is the center of interest.

26. Wardrobe planning - organizing wardrobe so that one has suitable clothes for different occasions and activities.

27. Needs - things one must have.

28. Wants - things a person desires.

29. Inventory - a full list of all clothing a person owns.

30. Accessories - small items which are not part of a basic outfit.

31. Pattern - a guide for cutting, marking, and sewing a garment.

32. Selvage - the narrow, firm edge on both lengthwise finished edges of a woven fabric.

33. Grain - the lengthwise and crosswise direction of yarns in a fabric.
    Lengthwise grain - the yarns that run up and down the fabric length.
    Crosswise grain - the yarns that run across the fabric between the selvages or the lengthwise edges.

34. Nap - the terms "with nap" or "without nap" as used in patterns refer to fabrics such as corduroy, velveteen, wool broadcloth, satin, and twill, and to fabrics with a one-way design. These require a special cutting layout with all pattern pieces placed in the same direction.

35. Fold of Fabric - in most pattern layouts, fabric is folded with the right side inside and two sections of the garment can be cut at one time. "Fold line" on pattern pieces should be placed exactly on the fold of the fabric.

36. Interfacing - material for shaping, reinforcing, stiffening, or for giving body to certain sections of a garment.

37. Basting - a means of holding two or more pieces of fabric together temporarily until they are permanently stitched.
    Pin-basting - holding together by using pins. Use enough pins to keep two layers of fabric from slipping.
    Hand-basting - to sew temporarily by hand with long stitches.
    Machine-basting - to sew temporarily by machine using the longest stitch.

38. Regular stitching - this refers to the length of the machine stitch used in stitching your garment. About 12 stitches to the inch is the usual length.

39. Stay-stitching - a line of regular stitching done on bias or curved edges that are to be joined to another piece. Stay-stitching holds the grain so the fabric does not stretch in handling.

40. Backstitching - a method of stitching to secure the thread ends.

41. Top-stitching - stitching made on the outside of the garment. It may be close to a seam line, or, for decorative effect, 1/2" or more from an edge.

42. Directional stitching - stitching in the direction that is with the grain.

43. Gathering - drawing up fabric on a line of stitches. Use a medium long machine stitch and stitch on the seam line. Place a second row 1/4" from the first within the seam allowance.

44. Slip-stitching - an invisible hand sewing for finishing hems or facings, and for joining edges of an opening.

45. Ease - extra length in one seam edge not found in the edge to which it is to be joined.

46. Clip - to cut into the seam allowance from edge to seam line. "Clip" a curved seam so the outer edges will spread to fit another section of the garment or will lie flat when turned. "Clip" into a corner of a squared neckline or facing so the seam can be turned.

47. Trim - to cut away extra fabric. "Trim" a seem to make it narrower. "Trim" a corner to remove the fabric that would bunch into the point when it is turned.

48. Layer or grade - to trim seam allowances in different widths to reduce the bulk and give a flatter, smoother look.

49. Tack - to hand-sew one section of a garment to another with a few somewhat loose stitches. "Tack" a neckline facing to the garment at the shoulder seams.

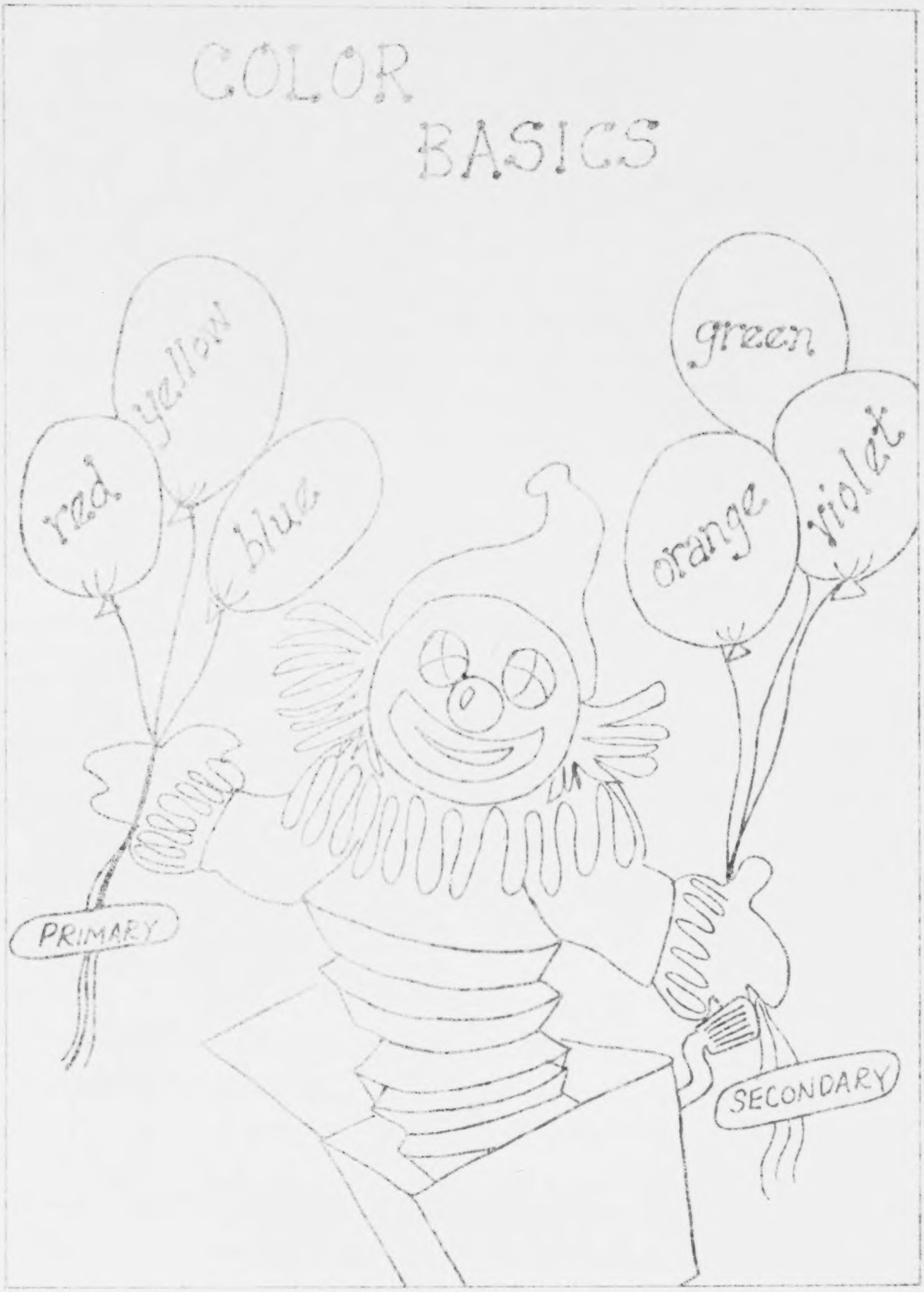
50. Reinforce - to strengthen and make more durable.

51. Dart - a short seam, tapering from one end to the other, or from center to both ends, used to fit a garment to the body.

52. Tuck - a stitched fold, usually straight and of even width for fitting or decoration.

53. Seam allowance - the distance from the edge of the cut fabric piece at which two pieces are to be joined by stitching.

54. Understitching - line of stitching made very close to the seam line and through the facing and both seam allowances to keep the seam and the facing from showing.

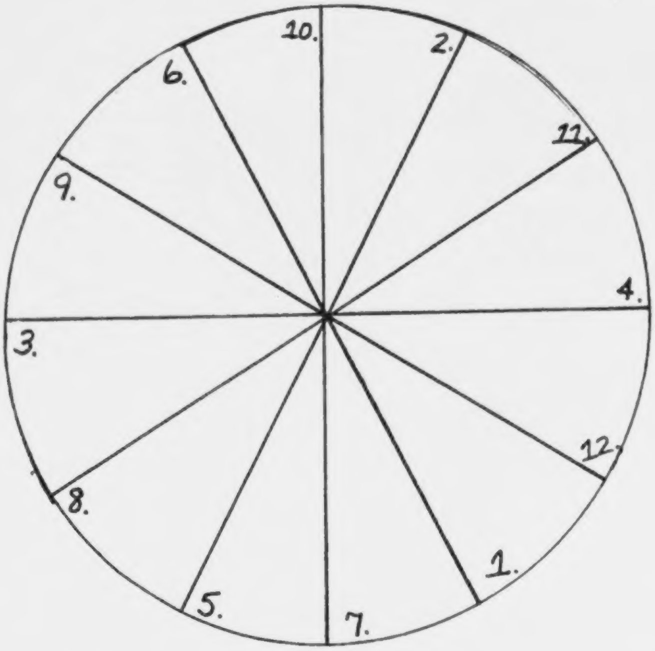

COLOR BASICS
yellow
red
blue
green
orange
violet
PRIMARY
SECONDARY

APPENDIX D

COLOR CUES

Directions:

Using the numbered color wheel below, complete the corresponding statements below. Fill in the hues on the color wheel as you go.



1. ______________ is a primary color. It reminds us of coolness like water.

2. ______________ is a primary color. It reminds us of warmth like sunshine and fire.

3. The three colors from which all other colors are made are blue, yellow, and ______________.

4. Equal amounts of yellow and blue mixed together make the color ______________.

5. Equal amounts of blue and red mixed together make the color __________.

6. Equal amounts of yellow and red mixed together make the color ______________.

7. Equal amounts of blue and violet mixed together make the color ______________.

8. Equal amounts of violet and red mixed together make the color ________________.

9. Equal amounts of red and orange mixed together make the color ________________.

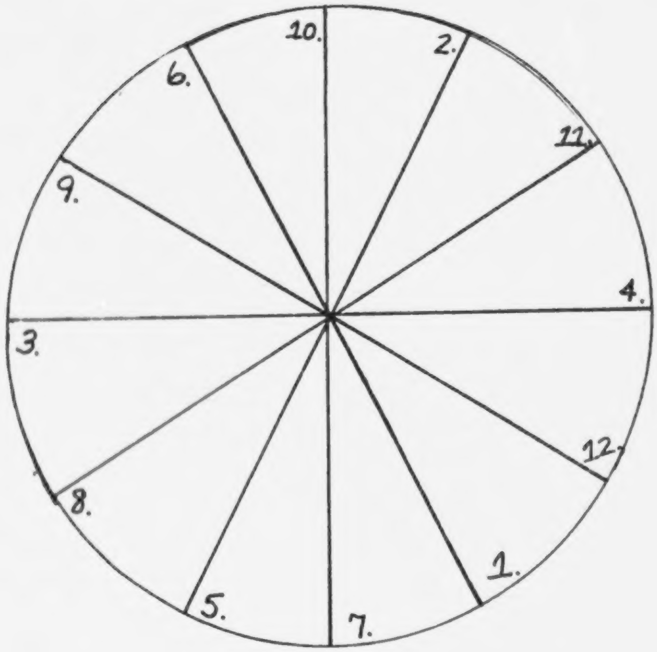
10. Equal amounts of orange and yellow mixed together make the color ________________.

11. Equal amounts of yellow and green mixed together make the color ________________.

12. Equal amounts of green and blue mixed together make the color ________________.

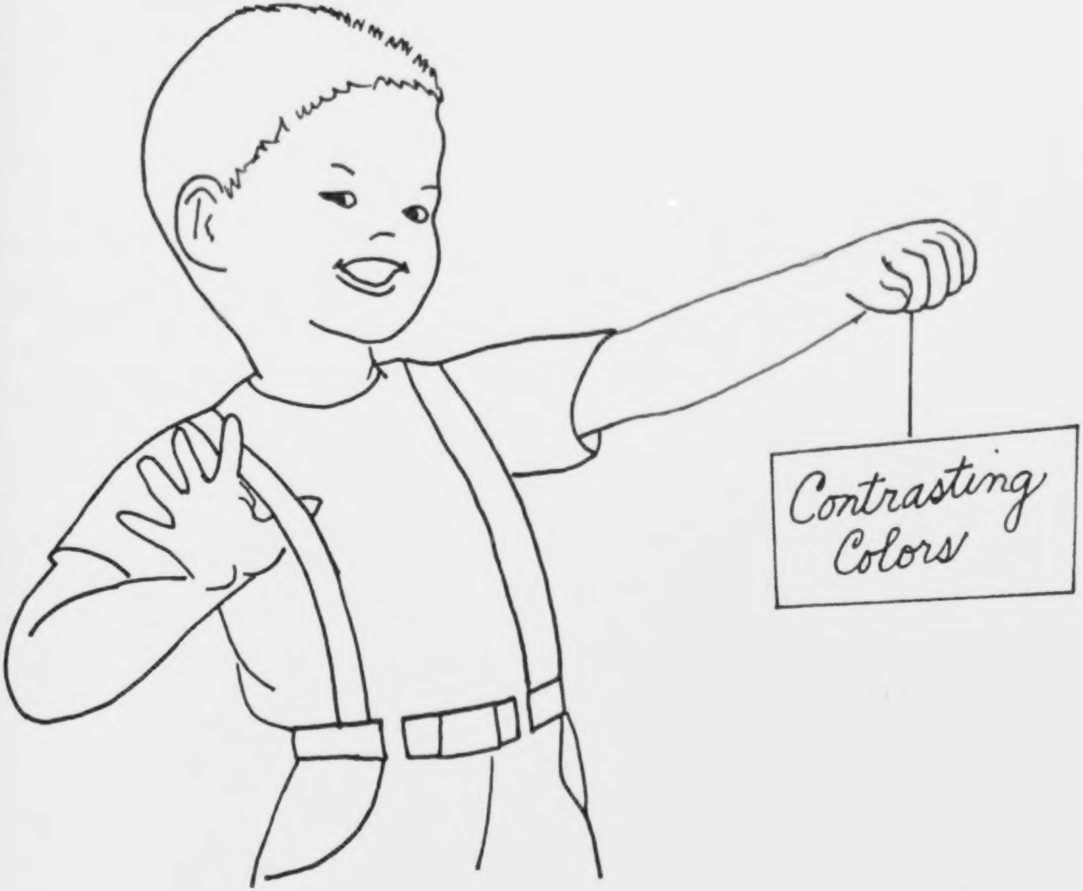
APPENDIX D

ANSWER KEY

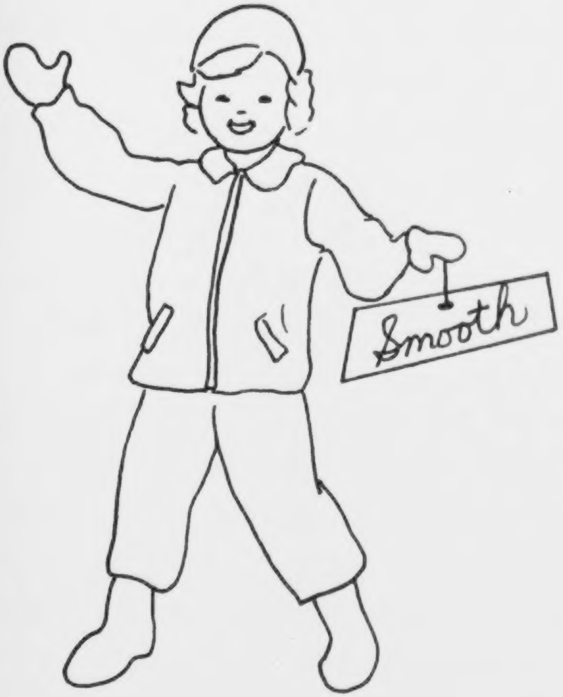

10.
2.
11.
4.
12.
1.
7.
5.
8.
3.
9.
6.

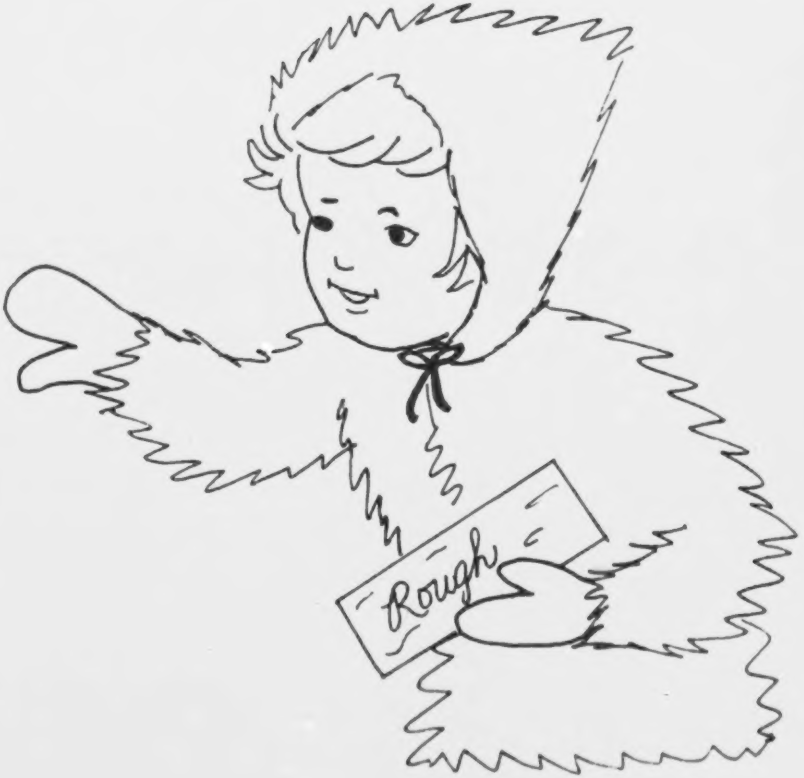
1. Blue
2. Yellow
3. Red
4. Green
5. Violet
6. Orange
7. Blue-violet
8. Red-violet
9. Red-orange
10. Yellow-orange
11. Yellow-green
12. Blue-green

COLOR

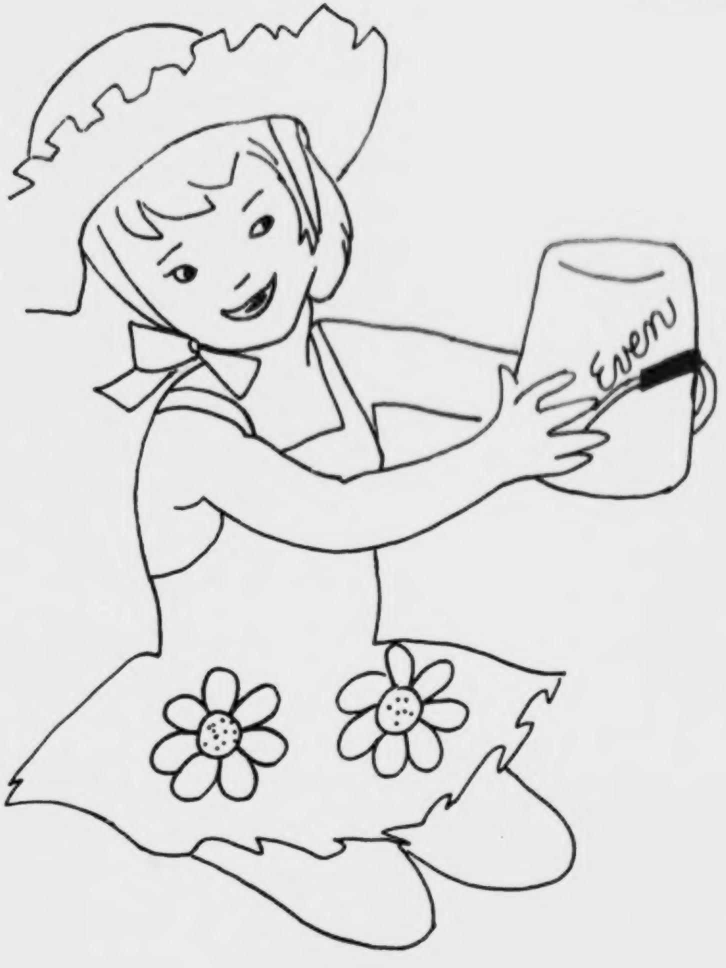

Contrasting Colors

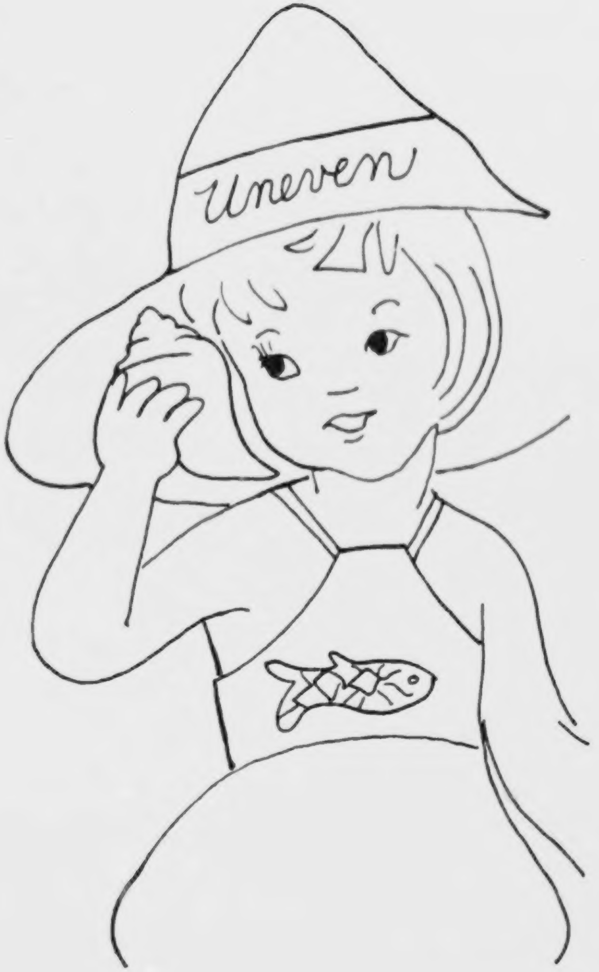
TEXTURE



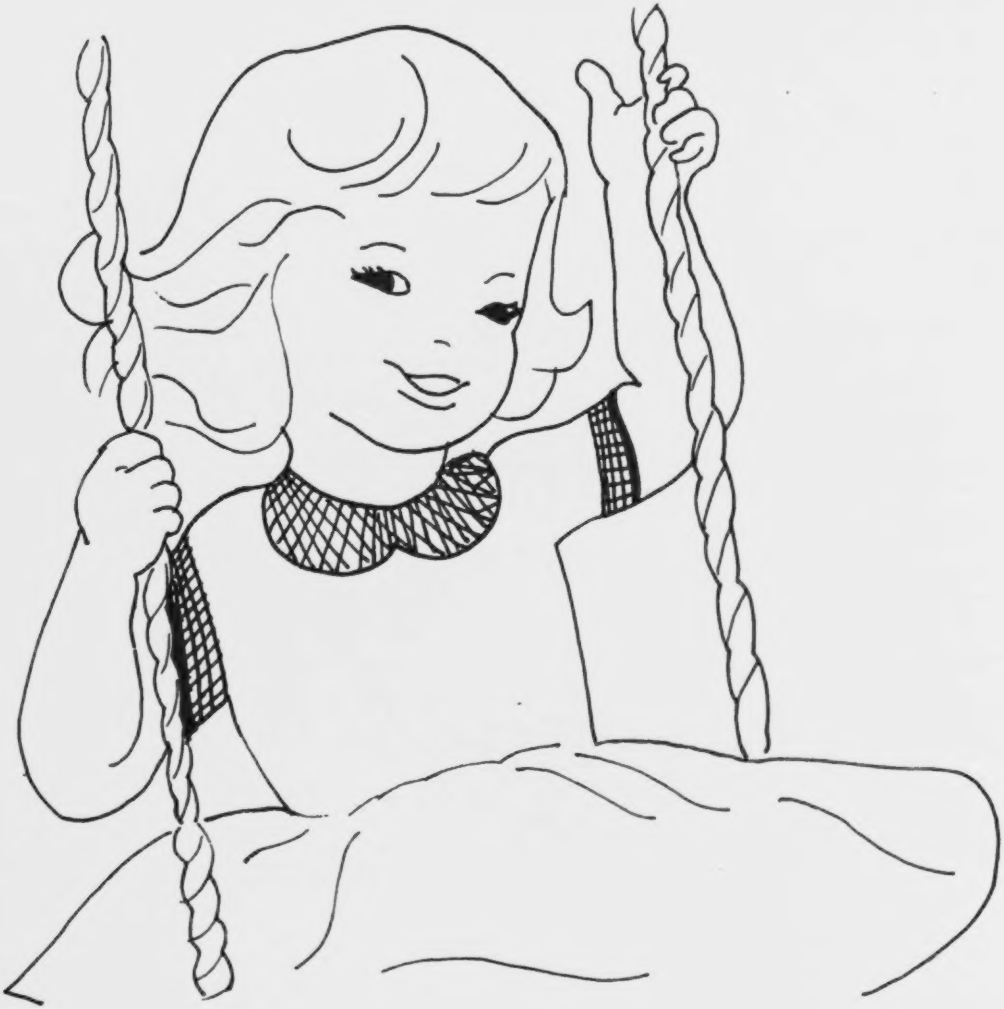


BALANCE



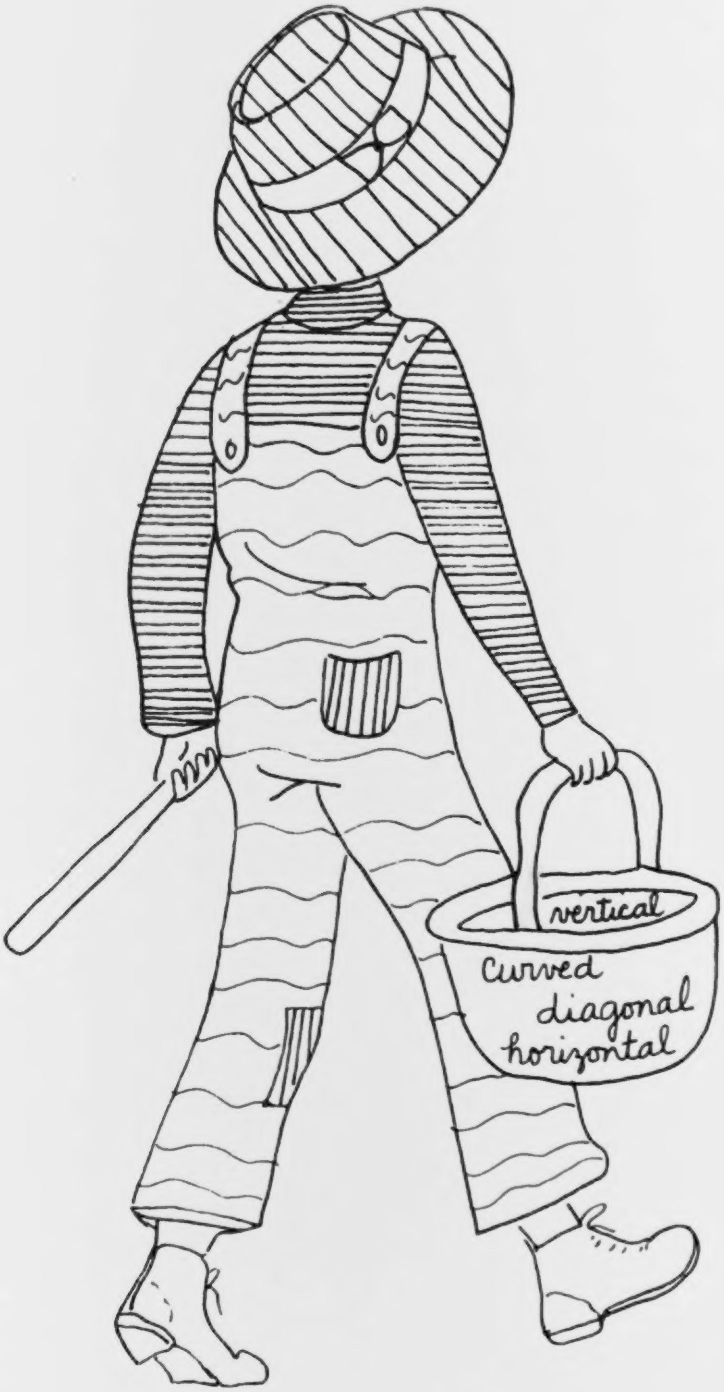


EMPHASIS

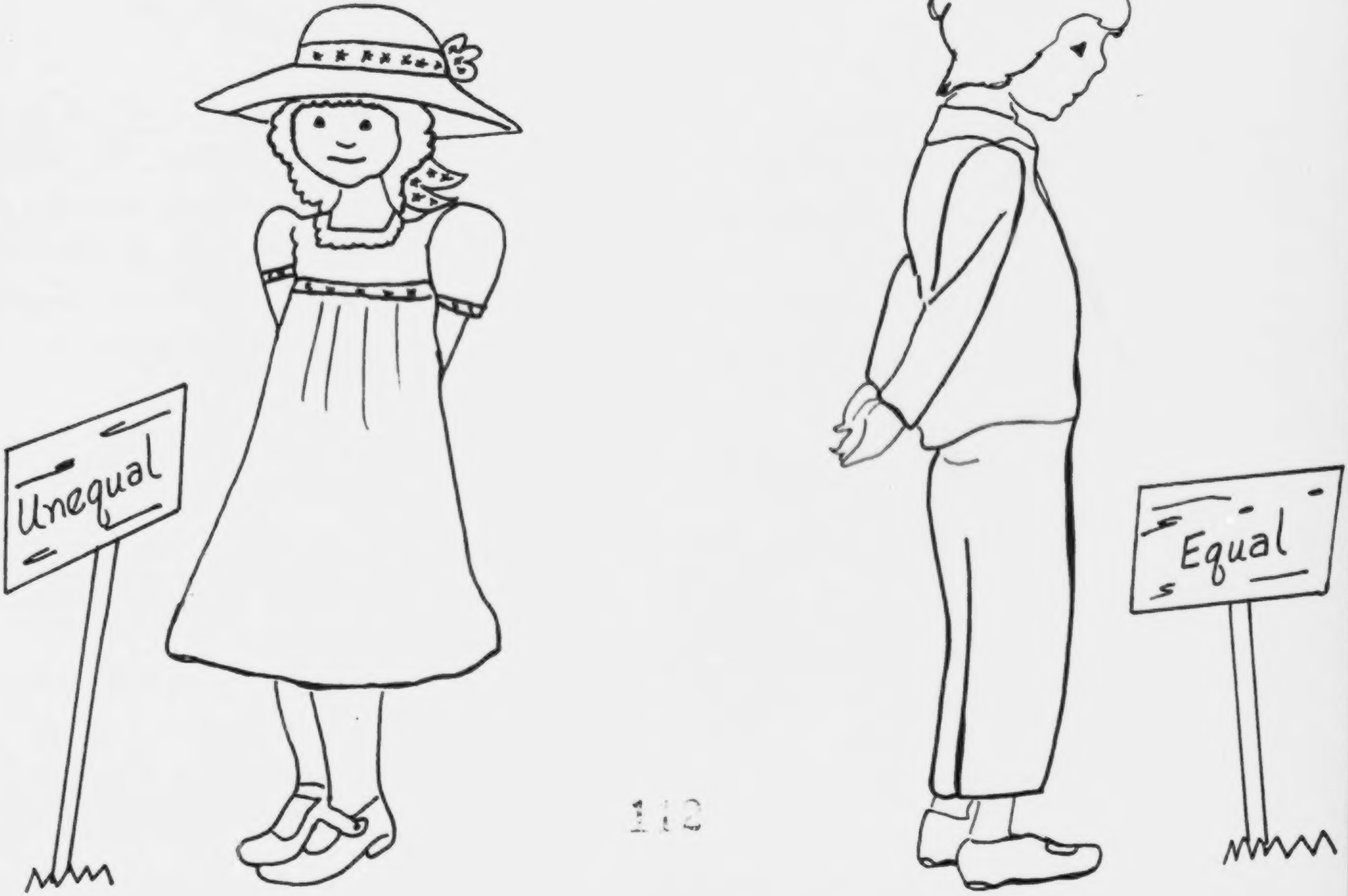


APPENDIX E

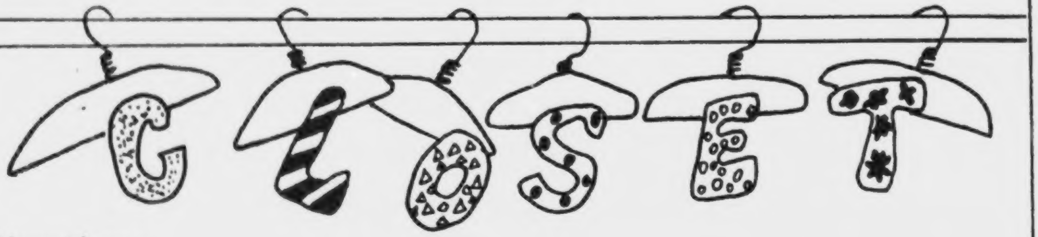
LINE


vertical
curved
diagonal
horizontal

PROPORTION


Unequal
Equal

YOUR



Directions:

Look at all the clothes and accessories in your wardrobe. List each item and check the appropriate category.

ITEM	DOESN'T FIT	NEEDS MENDING, ALTERATION OR CLEANING	SUITABLE FOR WEARING

Tell how you might improve your wardrobe.

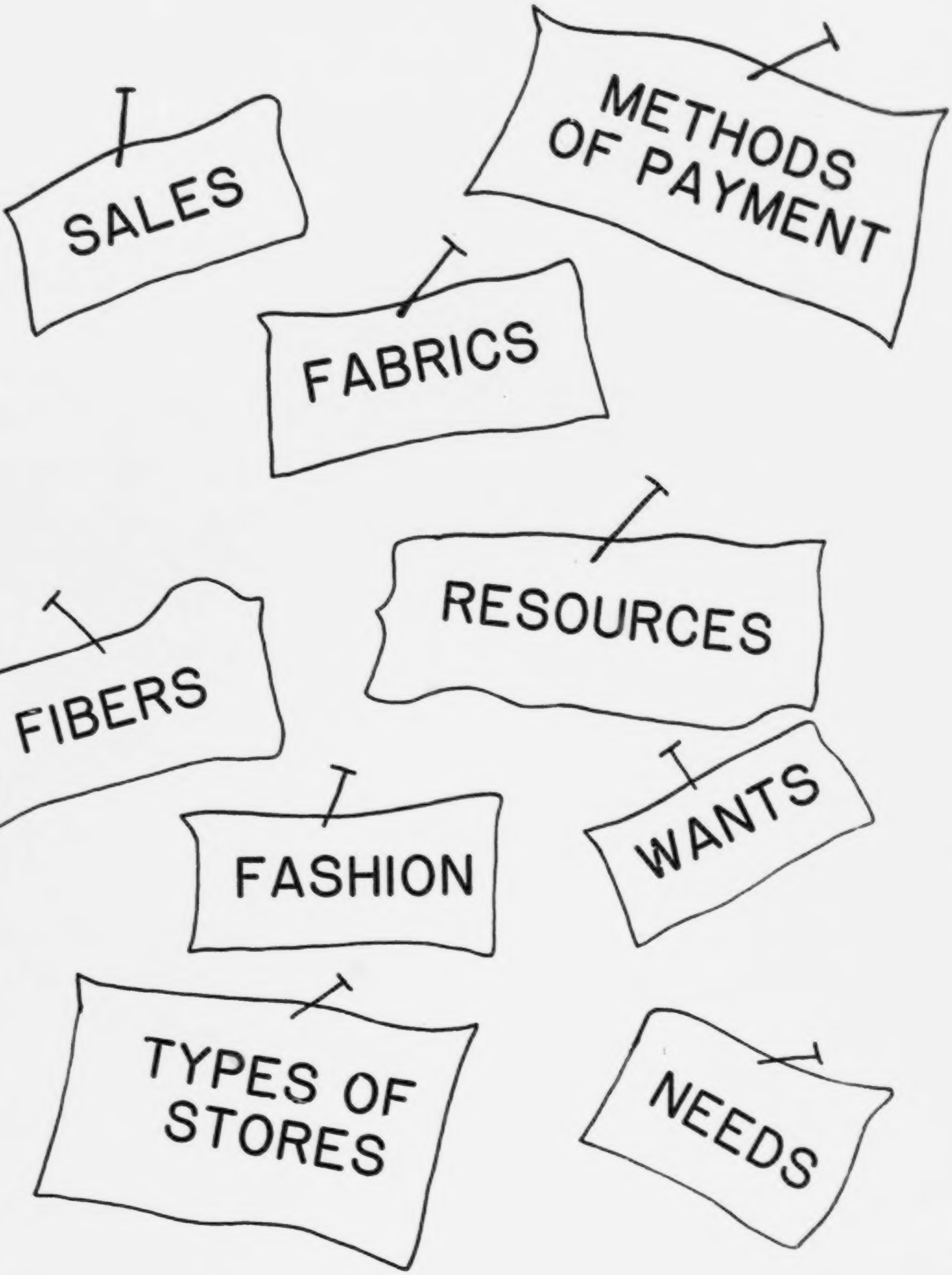
APPENDIX G

WARDROBE PLANNING

WARDROBE PLANNING

1. Divide all clothing into three groups: those you wear, those needing mending, and those you can't or will not wear.
2. List all your activities to determine your clothing needs.
3. Decide how much clothing you already have that can meet your needs. Consider those items that are versatile.
4. Make a list of those items you need.
5. Decide whether to buy, sew, or recycle the needed items.

CONSUMER POINTS


METHODS OF PAYMENT
SALES
FABRICS
RESOURCES
FIBERS
WANTS
FASHION
TYPES OF STORES
NEEDS

SHOPPING SPREE MATCH

Directions:

Match each store description in Column I to the correct store type in Column II. Place the letter of the answer in the numbered blank preceding the description.

COLUMN I

_____ 1. Usually a smaller store that concentrates on a few items or specializes in a certain kind of clothing. Prices may be higher.

_____ 2. This type of shop is sometimes operated by charitable organizations. Also called thrift shops.

_____ 3. This store carries a large variety of inexpensive merchandise. Sometimes called a dime store.

_____ 4. You may shop from your own catalog right in your own home or go to a store and order from their catalogs.

_____ 5. This store sells from the factory to the customer. Has lower prices. Usually carries both first quality garments, and irregulars and seconds.

_____ 6. This store usually has lower prices because of large volume and being self-service. Usually has a wide choice of styles and sizes.

_____ 7. This is a large store that sells a great variety of merchandise. Often has a large selection of clothing.

COLUMN II

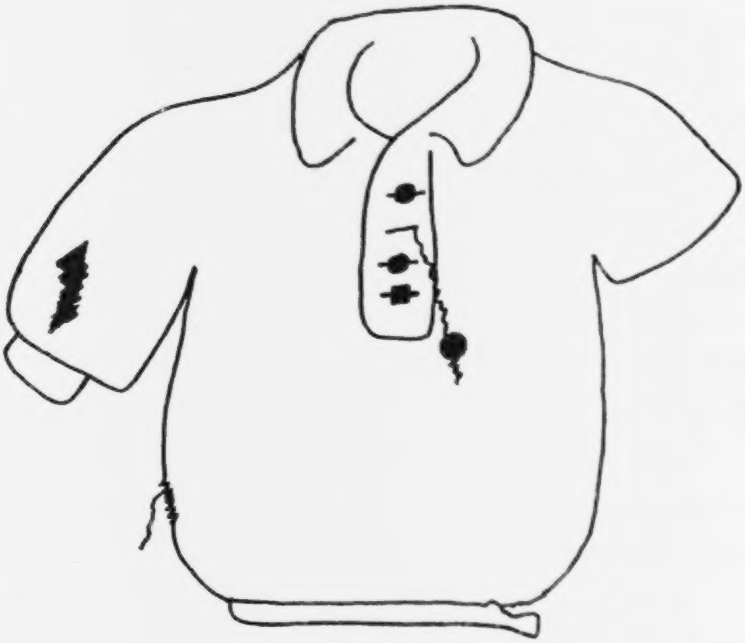
A. Variety store
B. Discount store
C. Mail-order buying
D. Specialty store
E. Department store
F. Used clothing shop
G. Factory outlet store

APPENDIX I

ANSWER KEY

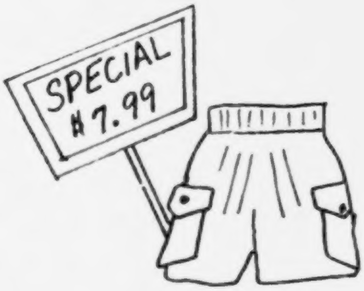
1. D
2. F
3. A
4. C
5. G
6. B
7. E

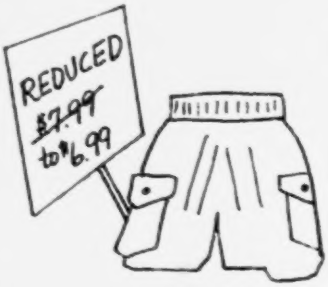
SHOPPING CENTS

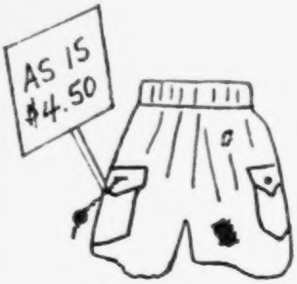


Examine this shirt carefully. Do you think it is a good buy? List the problems with the shirt before you decide.

PROBLEMS:


SPECIAL
$7.99


REDUCED
~~$7.99~~
to $6.99



Rate these shorts. Decide which is the best one to buy. Explain why.

APPENDIX K

FIBER MATCH-UP

Directions:

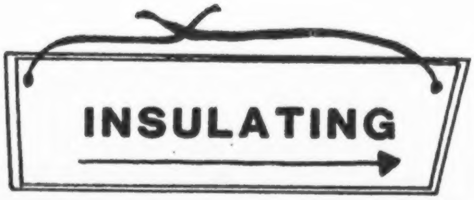
Study the characteristics of each fiber below. Cut along dotted lines to separate fiber names from characteristics. Mix. Match fiber to characteristics.

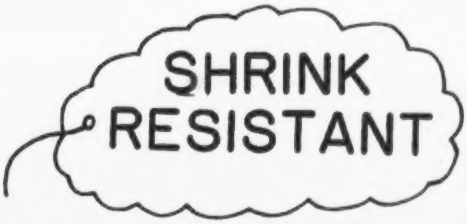
FIBER	CHARACTERISTICS
COTTON	- Natural fiber - Strong even when wet - Easily laundered - Wrinkles and shrinks unless treated
RAYON	- Absorbs moisture - Weak when wet - Usually drycleaned, sometimes washable - May wrinkle or shrink unless treated
SILK	- Natural fiber - Can be damaged by perspiration - Soft, flexible, but strong - Usually drycleaned, sometimes washable
ACRYLIC	- Lightweight yet warm - Resists wrinkles - Hot iron should never be used - Drycleaned or laundered
LINEN	- Natural fiber - Cool, absorbent - Strong, but stiff - Easily laundered

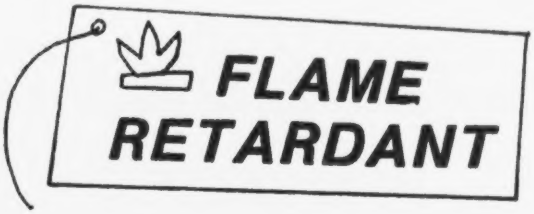
FIBER	CHARACTERISTICS
ACETATE	- Attractive silk-like look - Usually drycleaned - Holds shape well - May wrinkle and fade
WOOL	- Natural fiber - Naturally water repellent - Can be damaged by moths - Warm, retains body heat

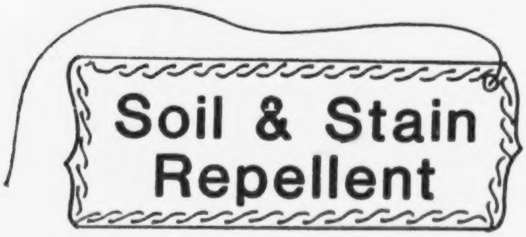
APPENDIX L

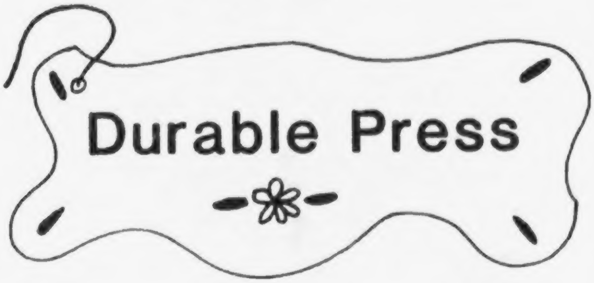
FABRIC FINISHES


INSULATING


SHRINK
RESISTANT


FLAME
RETARDANT


Soil & Stain
Repellent


Durable Press

APPENDIX M

CONSUMER TIPS ON BUYING CLOTHING

-DO COMPARISON SHOPPING

-DECIDE IF YOU WANT TO SEW OR BUY READY-MADE

-WATCH FOR SALES

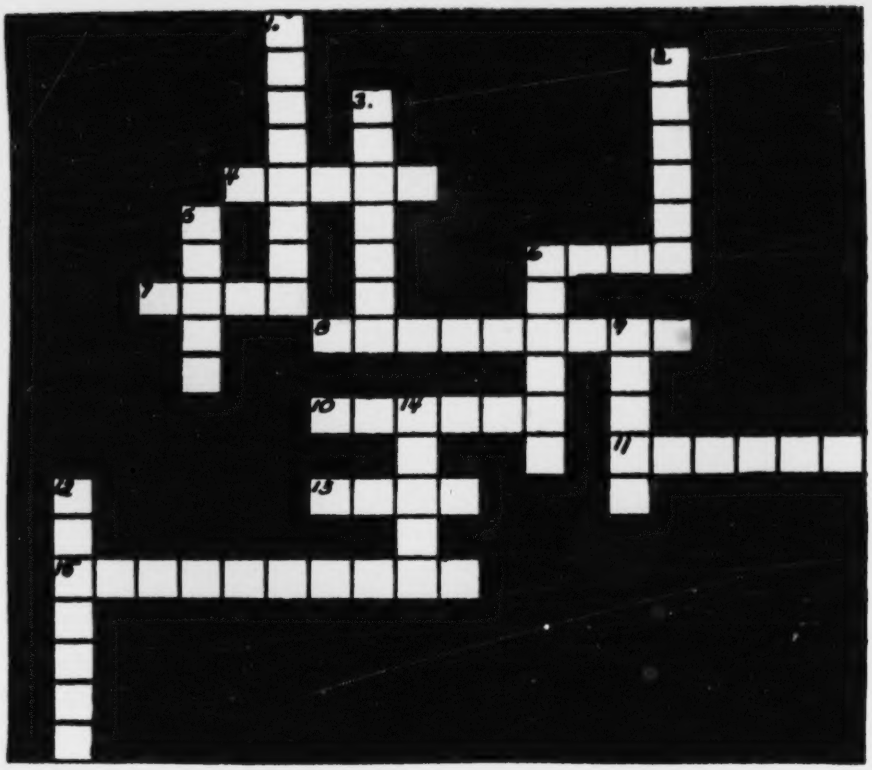
-DETERMINE CORRECT SIZE

-COORDINATE PURCHASES

-DECIDE HOW YOU WILL PAY

-CHECK QUALITY

CLOTHING CROSSWORD



Down

1. A _____ plan helps to avoid impulse buying.
2. It is important to select _____.
3. _____ stitching should be even, strong and sewn with a good quality thread.
5. A garment should be cut on _____.
6. Seam edges that ravel should have a _____ such as pinking or edge stitching.
9. When shopping, anticipate your _____ so you don't have to buy an outfit for every special occasion.
12. The _____ of clothing should help you to determine if you are making a wise purchase.
14. For practical purposes, outer garments such as coats and jackets should be of a ____ color.

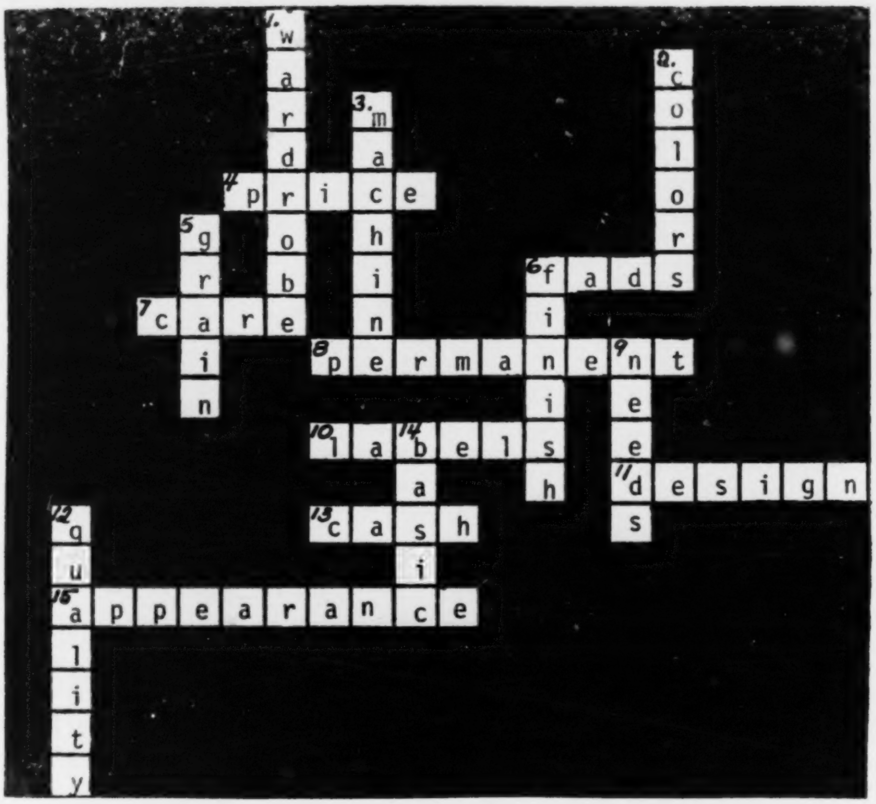
Across

4. The upkeep or cost of maintaining clothing should be considered in the _____ of a garment.
6. It is unwise to spend large amounts of money on ____ which are short-lived fashions.

7. It is important that you understand the _____ instructions on the label of a garment.
8. The Federal Trade Commission enforces _____ care labeling.
10. _____ on clothing provide reliable information regarding care and fiber content.
11. The _____ of fabric should flatter the figure.
13. Clothing purchases should be paid for in _____.
15. The way you dress is an important factor in personal _____.

APPENDIX N

ANSWER KEY


1 wardrobe
2 colors
3 machine
4 price
5 grain
6 fads
6 finish
7 care
8 permanent
9 needs
10 labels
11 design
12 quality
13 cash
14 basic
15 appearance

APPENDIX O

ARE YOU A GOOD SHOPPER?

Directions:

Using the chart below, evaluate a recent clothing purchase, your shopping habits, and the store where you purchased the item. Read each question and check the appropriate column.

What did you purchase? ______________________________
Where did you purchase it? ______________________________

	YES	NO	DON'T KNOW
1. Did you buy this item on "impulse"?			
2. Did you think about how much you could spend before you went shopping?			
3. Did you overspend?			
4. Did you try the item on before buying?			
5. Did the item need to be altered?			
6. Did you check the care label before buying?			
7. Was the item on sale?			
8. Did the item have any flaws?			
9. Was the price clearly marked?			
10. Did the shop have a notice about its return policy?			
11. Did a salesperson offer assistance to you?			
12. Was the shop organized neat and clean?			
13. Can this be worn for many occasions?			
14. Can the item be worn with something you already have?			
15. Did you keep your receipt in case there is a problem?			

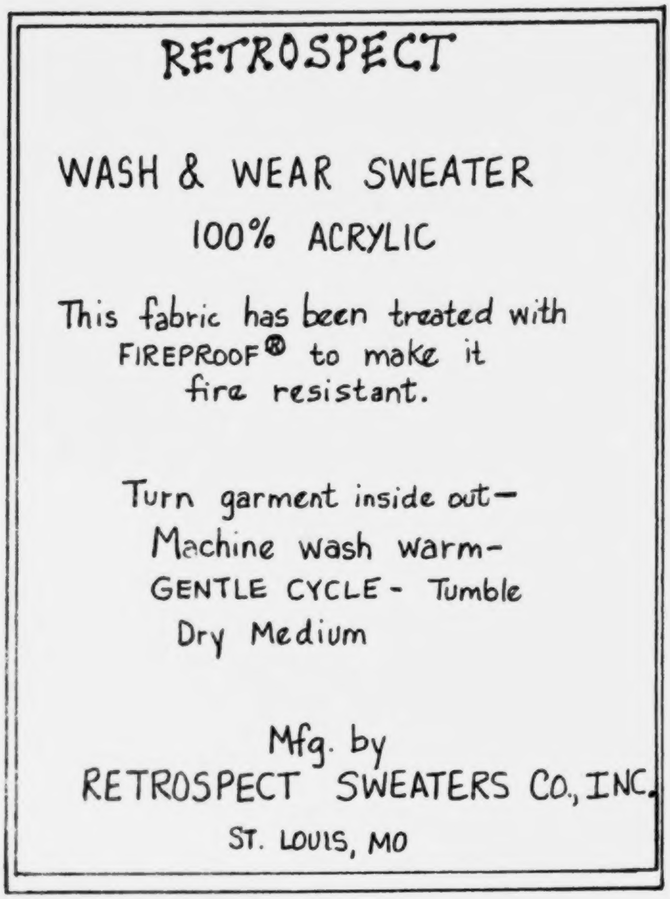
APPENDIX P

LABEL INFORMATION

- Labels are required on all garments costing more than $3.00.

CARE LABEL INFORMATION:
- Fiber content*
- Special finishes
- Care instructions
- Name and address of the manufacturer**

*Required by law
**Must be sewn into the garment



RETROSPECT

WASH & WEAR SWEATER
100% ACRYLIC

This fabric has been treated with
FIREPROOF® to make it
fire resistant.

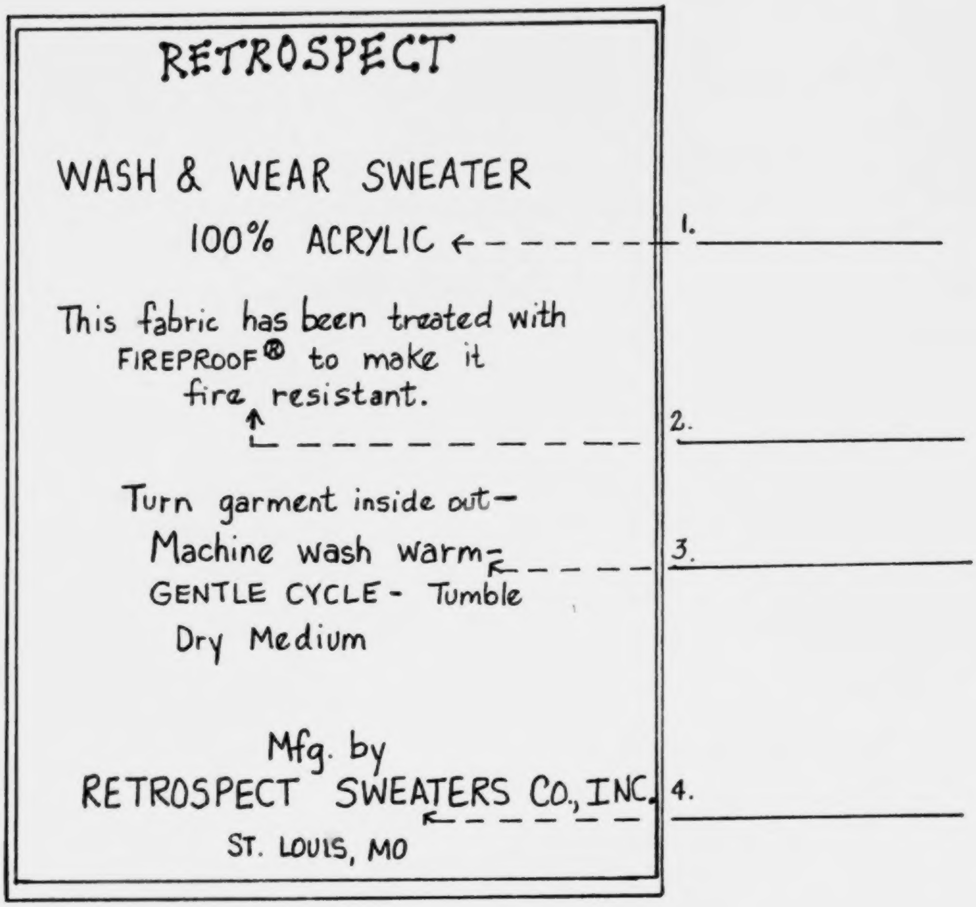
Turn garment inside out—
Machine wash warm—
GENTLE CYCLE - Tumble
Dry Medium

Mfg. by
RETROSPECT SWEATERS CO., INC.
ST. LOUIS, MO

APPENDIX P

LABEL INFORMATION

Directions:
Identify the parts of this label.



RETROSPECT

WASH & WEAR SWEATER
100% ACRYLIC

This fabric has been treated with
FIREPROOF® to make it
fire resistant.

Turn garment inside out –
Machine wash warm –
GENTLE CYCLE – Tumble
Dry Medium

Mfg. by
RETROSPECT SWEATERS Co., INC.
ST. LOUIS, MO

1. ____________
2. ____________
3. ____________
4. ____________

APPENDIX P

ANSWER KEY

1. Fiber content
2. Special finishes
3. Care instructions
4. Name and address of the manufacturer

APPENDIX Q

CARE LABEL MATCH-UP

Directions:

Match the definition of each term found on care labels from Column I to its name in Column II. Write the letter of the answer in the blank preceding the definition.

COLUMN I

______ 1. Do not launder garment with other items.

______ 2. Press the garment at lowest temperature setting.

______ 3. Item can be put in the dryer at regular setting.

______ 4. Hang garment from a clothesline or hanger to dry.

______ 5. Dyes in the garment probably will not fade in normal light.

______ 6. Wash separately by hand.

______ 7. Lay item flat on towel or screen to dry.

______ 8. The garment should not need ironing.

______ 9. This means that the garment is hard to catch on fire and will stop burning when flame is taken away.

______ 10. Garment should be taken to a commercial or coin-operated cleaners.

COLUMN II

A. Permanent Press
B. Wash Separately
C. Sun Resistant
D. Dry Clean Only
E. Dry Flat
F. Hand Wash
G. Use Cool Iron
H. Flame Resistant
I. Tumble Dry
J. Line Dry

APPENDIX Q

ANSWER KEY

1. B
2. G
3. I
4. J
5. C
6. F
7. E
8. A
9. H
10. D

APPENDIX R

STAIN REMOVAL CHART

Directions:
Use this list of methods as a reference for removing common stains.

BLOOD	Soak in cool water 30 minutes or longer. If stain remains, soak 30 minutes in lukewarm water with an enzyme presoak. Rinse. Rub detergent into any remaining stain. Rinse. If stain still remains, put a few drops of 3 percent hydrogen peroxide on stain for 3 to 5 minutes. Rinse thoroughly. Launder.
CATSUP	Sponge with a nonflammable drycleaning solvent or apply a prewash soil-and-stain remover. Launder. This stain often contains oil more easily removed with drycleaning solvents than water. If stain remains, apply a light-duty liquid detergent to the stain. Launder. If stain remains, soak 30 minutes in enzyme presoak. Rinse.
CHEWING GUM	Harden gum with ice cube. Scrape off excess. Sponge with a safe drycleaning solvent. Dry. Wash following regular laundry procedures.
CHOCOLATE	Sponge with nonflammable drycleaning solvent or apply a prewash soil-and-stain remover. Launder. If greasy stain remains, apply a light-duty liquid detergent to the stain. Launder. For any remaining stain, soak 30 minutes in enzyme presoak. Rinse. Launder.
COSMETICS	Sponge with nonflammable drycleaning solvent or apply a prewash soil-and-stain remover to the stain. Launder. Repeat treatment if necessary. If stain remains, put a few drops of ammonia in light-duty liquid detergent solution and apply to stain. Rinse. Launder.
DEODORANTS AND ANTIPERSPIRANTS	For light stains, treat with liquid detergent or your regular laundry detergent. Launder with detergent in hottest water safe for fabric. For heavy stains, place fabric face down on towel and treat with a safe dry-cleaning solvent. Treat with liquid detergent or rub your regular

	detergent on the stain. Launder in the hottest water safe for fabric.
GRASS	Soak at least 30 minutes in cool water with enzyme presoak. Launder, using detergent and hottest water safe for fabric. Rinse. If stain remains, bleach with 3 percent hydrogen peroxide. Rinse. Launder.
GREASE, OIL	Use talcum powder to absorb as much grease as possible.. Brush thoroughly. Sponge with a nonflammable drycleaning solvent or soil-and-stain remover. Launder in hottest water safe for the fabric, using plenty of detergent. If stain remains, a second treatment may be necessary.
INK (BALLPOINT PEN)	Sponge stain continually with amyl acetate. Follow by sponging with a nonflammable drycleaning solvent until the bleeding stops. Dry. Repeat if necessary. Launder. If stain remains, bleach if safe for the fabric.
INK (FELT TIP)	Follow procedure given for ballpoint ink.
INK (FOUNTAIN PEN)	Run cool water through stain to loosen pigment. Rub lemon juice and detergent into the stain. Let stand 5 minutes. Launder.
LIPSTICK	Sponge with a safe drycleaning solvent. Use diluted chlorine bleach if necessary. If bleaching is necessary for colored fabrics, use a perborate bleach.
NAIL POLISH	Sponge with nail polish remover or a safe drycleaning solvent. Wash following regular laundry procedures. If the stain remains, sponge with a denatured alcohol to which a few drops of ammonia have been added. Wash again.
PAINT (OIL BASE)	Treat stain while still wet. If unable to treat immediately, wrap in plastic or airtight wrap to prevent drying. Sponge with a nonflammable drycleaning solvent. Rinse. If a particular solvent is recommended as a thinner for the paint, treat the stain with that solvent. While the stain is wet with the solvent, work liquid detergent into it. If the stain remains, soak the articles in hot water

	overnight. Launder. Repeat procedure if necessary. Alcohol will remove most shellac stains.
PAINT (WATER BASE)	Treat stain while still wet. These paints are difficult to remove from fabrics after they have dried. Sponge with a nonflammable drycleaning solvent. Soak in cool water to loosen paint. Launder.
PERSPIRATION	Soak in warm water with enzyme presoak product. Wash in hottest water safe for fabric. If stain remains, dampen and sprinkle again with meat tenderizer. Let stand for 30 minutes to 1 hour. Treat with a safe drycleaning solvent. Rub detergent on the stain. Launder again.
SOFT DRINKS	Sponge immediately with cool water to remove all stain. If the stain remains, soak 15 minutes in a solution of lukewarm water, light-duty liquid detergent and a few drops of white vinegar. Launder. If stain remains, soak in a solution of warm water and an enzyme presoak for 30 minutes. Launder. Note: Some soft drinks are invisible after drycleaning but may yellow with age or heat. The yellow stain may be difficult to remove.

APPENDIX S

STAIN REMOVAL EXPERIMENT

Directions:

Select two common stains. Using the [illegible] teacher, apply the stains. Treat the stain [illegible] the "Stain Removal Chart." Evaluate results.

STAIN #1: ______________________________

METHOD OF REMOVING: ______________________________

____

____

____

____

EVALUATION: ______________________________

____

____

____

____

STAIN #2: ______________________________

METHOD OF REMOVING: ______________________________

____

____

____

____

EVALUATION: ______________________________

____

____

____

____

SMALL SEWING EQUIPMENT AND PRESSING EQUIPMENT

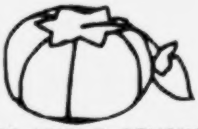
HAND NEEDLES

- USED FOR HAND SEWING
- CALLED SHARPS

PINS

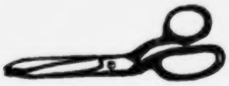
- TO HOLD FABRIC IN PLACE FOR SEWING.
- DRESSMAKERS PINS ARE USED FOR SEWING.

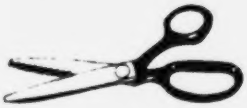
PIN CUSHION



- USED TO HOLD PINS AND NEEDLES WHILE SEWING.
- EMERY BAG FOR SHARPENING PINS AND NEEDLES.

SHEARS

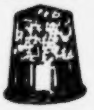




-DRESSMAKER
  .LONGER THAN SIX INCHES AND HAVE A HANDLE FOR FINGERS AND A SMALL HANDLE FOR THUMB

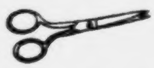
- PINKING
  .CUT ZIG-ZAGGED: USED TO FINISH SEAMS OR FABRIC EDGES

THIMBLE



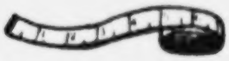
- USED TO PROTECT YOUR FINGERS WHILE SEWING BY HAND

SCISSORS



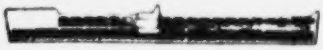
- LESS THAN SIX INCHES LONG: BOTH HANDLES SAME SIZE
- USED TO CUT THREADS WHILE SEWING, CLIPPING, AND TRIMMING

TAPE MEASURE



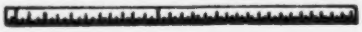
- USED TO TAKE BODY MEASUREMENTS
- 60" LONG

HEM GAUGE



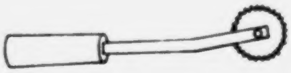
- USED FOR MEASURING HEMS OR OTHER SHORT SPACES

YARDSTICK



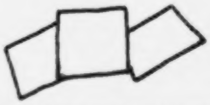
- USED FOR PLACING PATTERN ON THE STRAIGHT OF THE GRAIN
- 36" LONG

TRACING WHEEL



- TOOL USED TO TRANSFER PATTERN MARKINGS TO FABRIC

TRACING PAPER

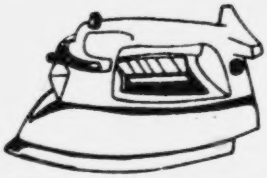


- PAPER USED WITH TRACING WHEEL TO TRANSFER PATTERN MARKINGS TO FABRIC

SEAM RIPPER

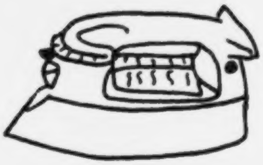
- USED TO RIP OUT A SEAM OR UNWANTED STITCHES

STEAM IRON



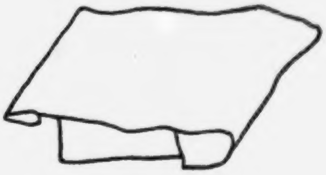
- USED TO PRESS A GARMENT DURING CONSTRUCTION

DRY IRON



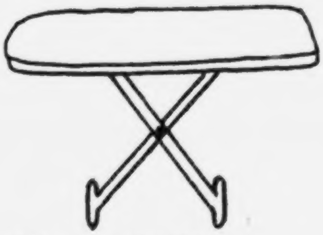
- USED TO PRESS PATTERN PIECES ON LOW SETTING

PRESSING CLOTH



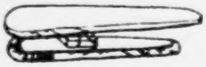
- USED TO PROTECT RIGHT SIDE OF GARMENT WHEN PRESSING

IRONING BOARD



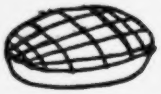
- USED TO PRESS ON
- SHOULD BE WELL PADDED AND ADJUSTABLE TO HEIGHT

SLEEVE BOARD



- USED TO PRESS SEAMS AND HARD-TO-REACH AREAS

TAILOR'S HAM



- USED TO PRESS SHAPED AREAS

WHAT'S IN THE BAG?

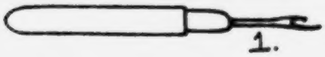
Directions:

This activity should be used after students have been introduced to basic sewing tools.

Decorate a paper bag using the title "What's in the Bag?" Place several sewing tools in the decorated bag before class begins. For example: tape measure, scissors, shears, wrist pin cushion, etc. Set the bag on a table that is visible to all.

Select one student to grab an item from the bag. The student must identify the item using its correct name and tell what is is used for. Continue to select students until all "tools" have been identified.

PUZZLING SEWING EQUIPMENT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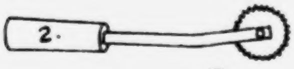
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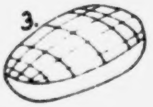
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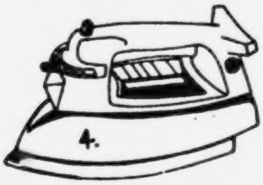
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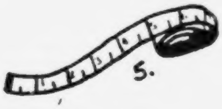
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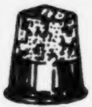
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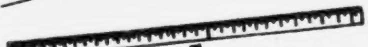
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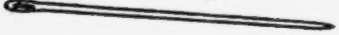
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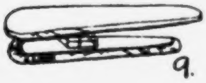
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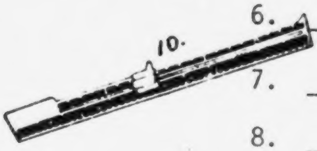
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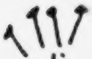
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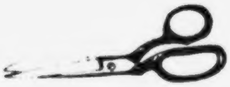
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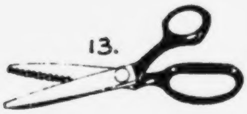
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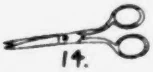
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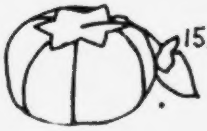
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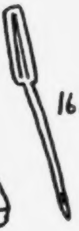
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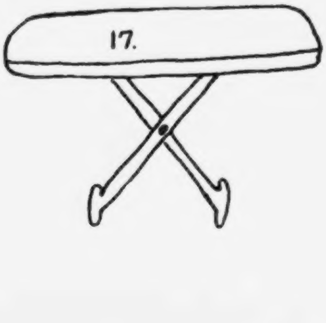

17.

Directions:

In the numbered blanks, write the name of the piece of equipment corresponding to that number.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________

APPENDIX V

ANSWER KEY

1. Seam ripper
2. Tracing wheel
3. Tailor's ham
4. Steam iron
5. Tape measure
6. Thimble
7. Yardstick
8. Hand needle
9. Sleeve board
10. Hem gauge
11. Dressmaker pins
12. Shears
13. Pinking shears
14. Scissors
15. Pin cushion
16. Machine needle
17. Ironing board

SEWING SCRAMBLE

S	T	H	I	M	B	L	E	L	G	E	A	W	S	T	I	U
M	H	E	T	A	P	E	M	E	A	S	U	R	E	R	I	R
S	R	C	K	I	N	I	O	B	V	T	T	J	A	E	R	S
B	E	S	E	A	M	G	A	U	G	E	A	I	M	W	O	I
M	A	R	K	I	N	G	P	E	N	C	I	L	R	H	N	T
P	D	E	G	E	J	N	M	P	W	E	L	G	I	E	R	R
N	G	R	P	I	N	C	U	S	H	I	O	N	P	G	B	A
E	F	C	I	O	B	I	U	S	T	O	R	W	P	I	O	C
E	A	L	N	E	I	E	Y	H	G	N	S	T	E	R	H	I
D	R	E	S	S	M	A	K	E	R	S	C	A	R	B	O	N
L	I	W	M	N	I	K	R	A	E	I	H	D	N	O	E	G
E	U	R	P	A	T	T	E	R	N	A	A	W	L	C	E	W
S	J	U	R	U	E	G	Y	S	I	C	L	R	I	L	J	H
N	T	L	S	K	I	R	T	M	A	R	K	E	R	N	V	E
O	N	E	E	D	L	E	T	H	R	E	A	D	E	R	Y	E
V	D	R	B	Y	A	N	C	E	M	A	T	E	R	I	A	L

THERE ARE 15 WORDS HERE. CAN YOU FIND THEM? HERE ARE THE WORDS TO LOOK FOR:

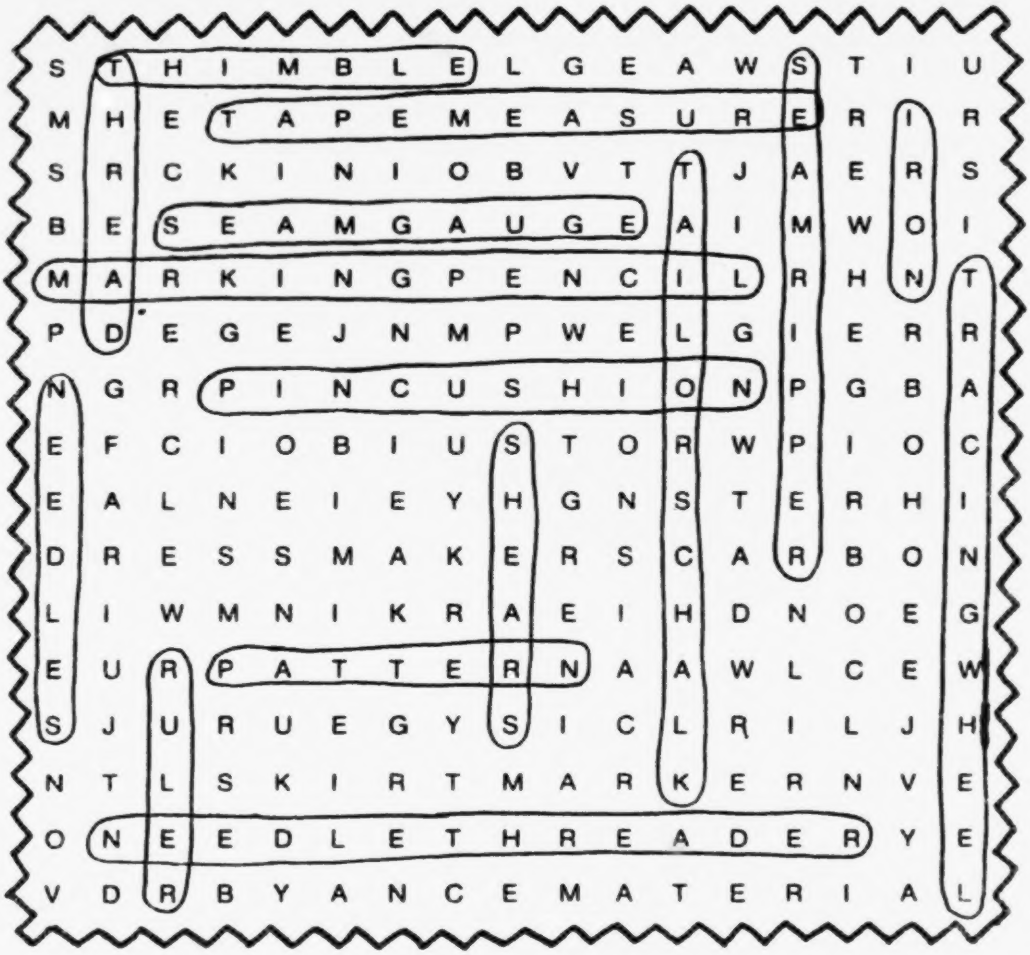
IRON
MARKING PENCIL
NEEDLES
NEEDLE THREADER
PATTERN

PINCUSHION
RULER
SEAM GAUGE
SEAM RIPPER
SHEARS

TAILOR'S CHALK
TAPE MEASURE
THIMBLE
THREAD
TRACING WHEEL

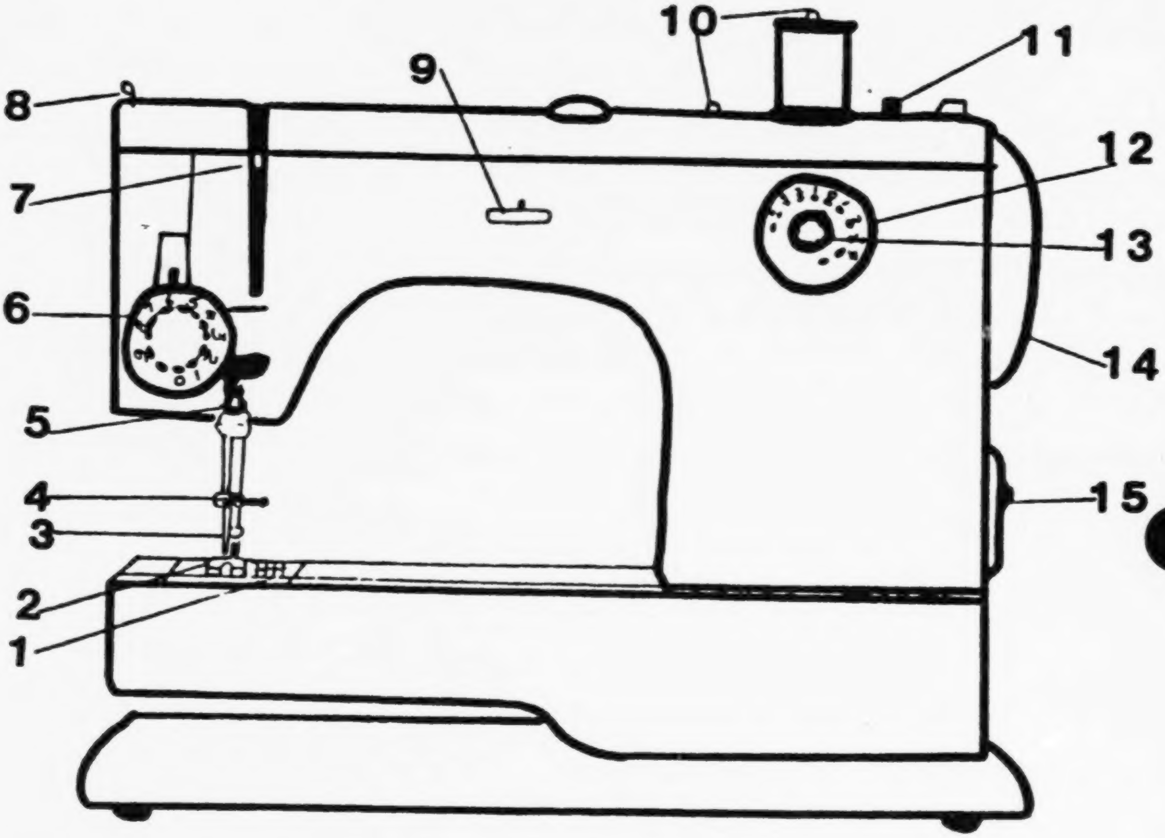
APPENDIX W

ANSWER KEY



S	T	H	I	M	B	L	E	L	G	E	A	W	S	T	I	U
M	H	E	T	A	P	E	M	E	A	S	U	R	E	R	I	R
S	R	C	K	I	N	I	O	B	V	T	T	J	A	E	R	S
B	E	S	E	A	M	G	A	U	G	E	A	I	M	W	O	I
M	A	R	K	I	N	G	P	E	N	C	I	L	R	H	N	T
P	D	E	G	E	J	N	M	P	W	E	L	G	I	E	R	R
N	G	R	P	I	N	C	U	S	H	I	O	N	P	G	B	A
E	F	C	I	O	B	I	U	S	T	O	R	W	P	I	O	C
E	A	L	N	E	I	E	Y	H	G	N	S	T	E	R	H	I
D	R	E	S	S	M	A	K	E	R	S	C	A	R	B	O	N
L	I	W	M	N	I	K	R	A	E	I	H	D	N	O	E	G
E	U	R	P	A	T	T	E	R	N	A	A	W	L	C	E	W
S	J	U	R	U	E	G	Y	S	I	C	L	R	I	L	J	H
N	T	L	S	K	I	R	T	M	A	R	K	E	R	N	V	E
O	N	E	E	D	L	E	T	H	R	E	A	D	E	R	Y	E
V	D	R	B	Y	A	N	C	E	M	A	T	E	R	I	A	L

PARTS OF A SEWING MACHINE


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Directions:

Identify each numbered part by writing its correct name in the corresponding blank.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

APPENDIX X

ANSWER KEY

1. Throat plate
2. Presser foot
3. Needle
4. Needle clamp
5. Thread guide
6. Thread tension control
7. Take-up lever
8. Thread guide
9. Needle position wheel
10. Spool pins
11. Bobbin winder
12. Stitch length dial
13. Reverse lever
14. Hand wheel
15. Light switch

APPENDIX Y

SEWING MACHINE PARTS

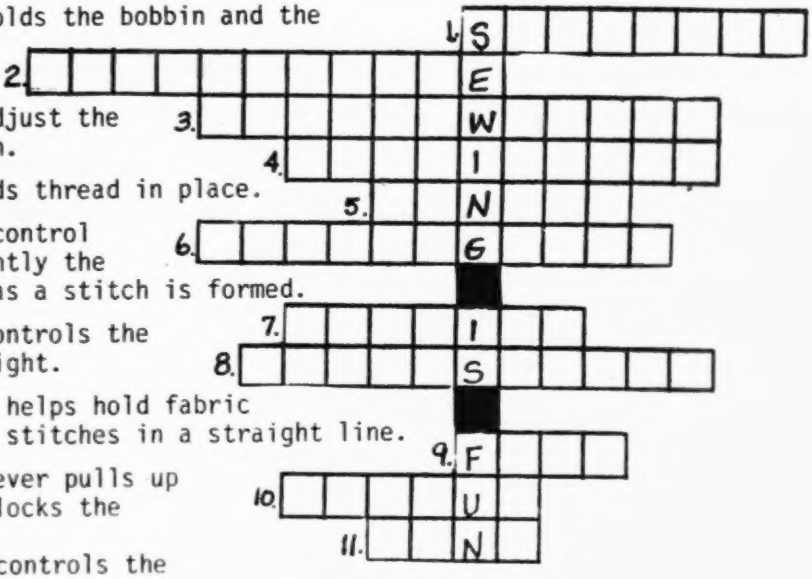
Directions:

Select a word from the list to complete each clue.

WORD LIST

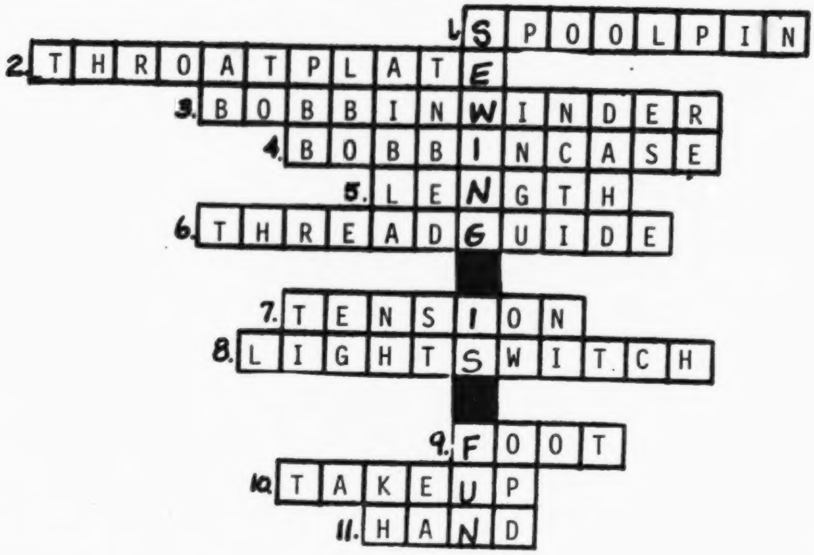
Bobbin case
Bobbin winder
Foot
Hand
Length
Light switch
Spool pin
Take up
Tension
Thread guide
Throat plate

1. The _____ ____ holds a spool of thread.
2. The _____ _____ is the metal piece under the presser foot with several stitch widths marked.
3. The _____ _____ is used to wind the bobbin.
4. The _____ _____ holds the bobbin and the tension.
5. The stitch _____ dial is used to adjust the length of a stitch.
6. A _____ _____ holds thread in place.
7. The thread _____ control regulates how tightly the thread is pulled as a stitch is formed.
8. The _____ _____ controls the machine and its light.
9. The presser _____ helps hold fabric in place to keep stitches in a straight line.
10. The _____ _____ lever pulls up extra thread and locks the stitch.
11. The _____ wheel controls the needle movement.

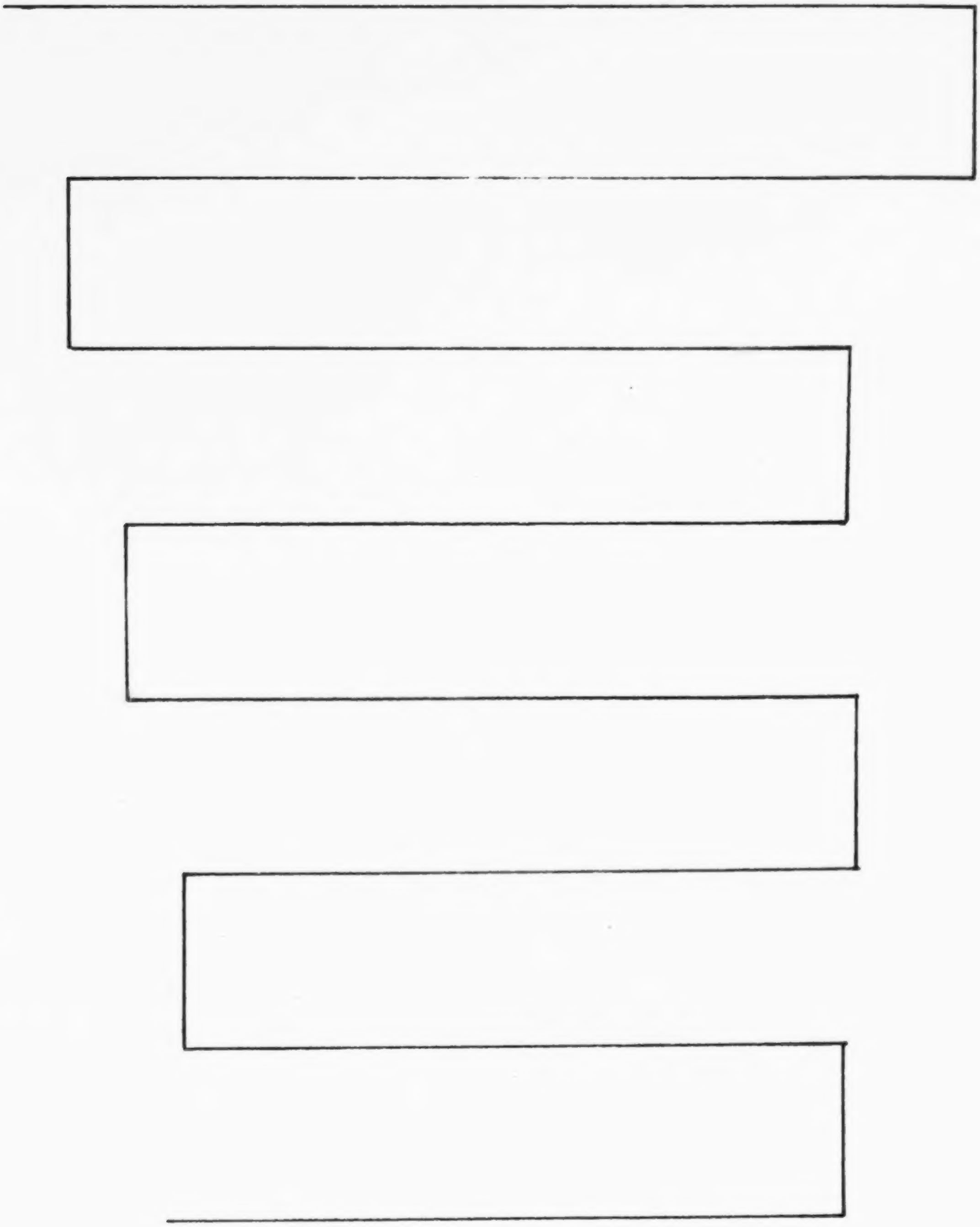


APPENDIX Y

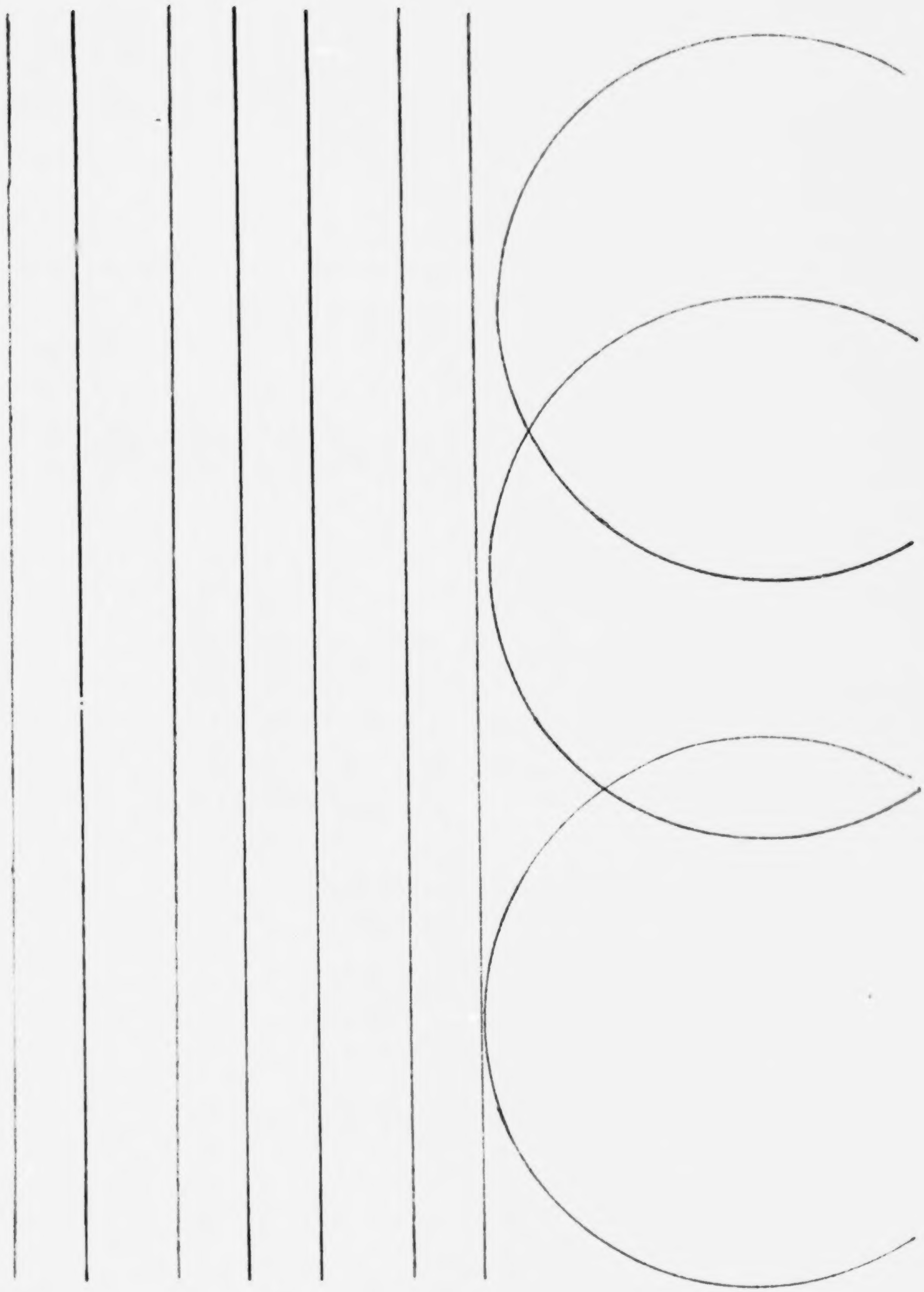
ANSWER KEY



1. SPOOLPIN
2. THROATPLATE
3. BOBBINWINDER
4. BOBBINCASE
5. LENGTH
6. THREADGUIDE
7. TENSION
8. LIGHTSWITCH
9. FOOT
10. TAKEUP
11. HAND



APPENDIX Z



APPENDIX AA

INFORMATION FOUND ON A PATTERN GUIDESHEET

. PATTERN NUMBER

. PATTERN COMPANY

. PATTERN PIECES

. SEWING TERMS

. PATTERN MARKINGS

. CUTTING LAYOUTS

. INSTRUCTIONS FOR ADJUSTING

. CUTTING AND MARKING INSTRUCTIONS

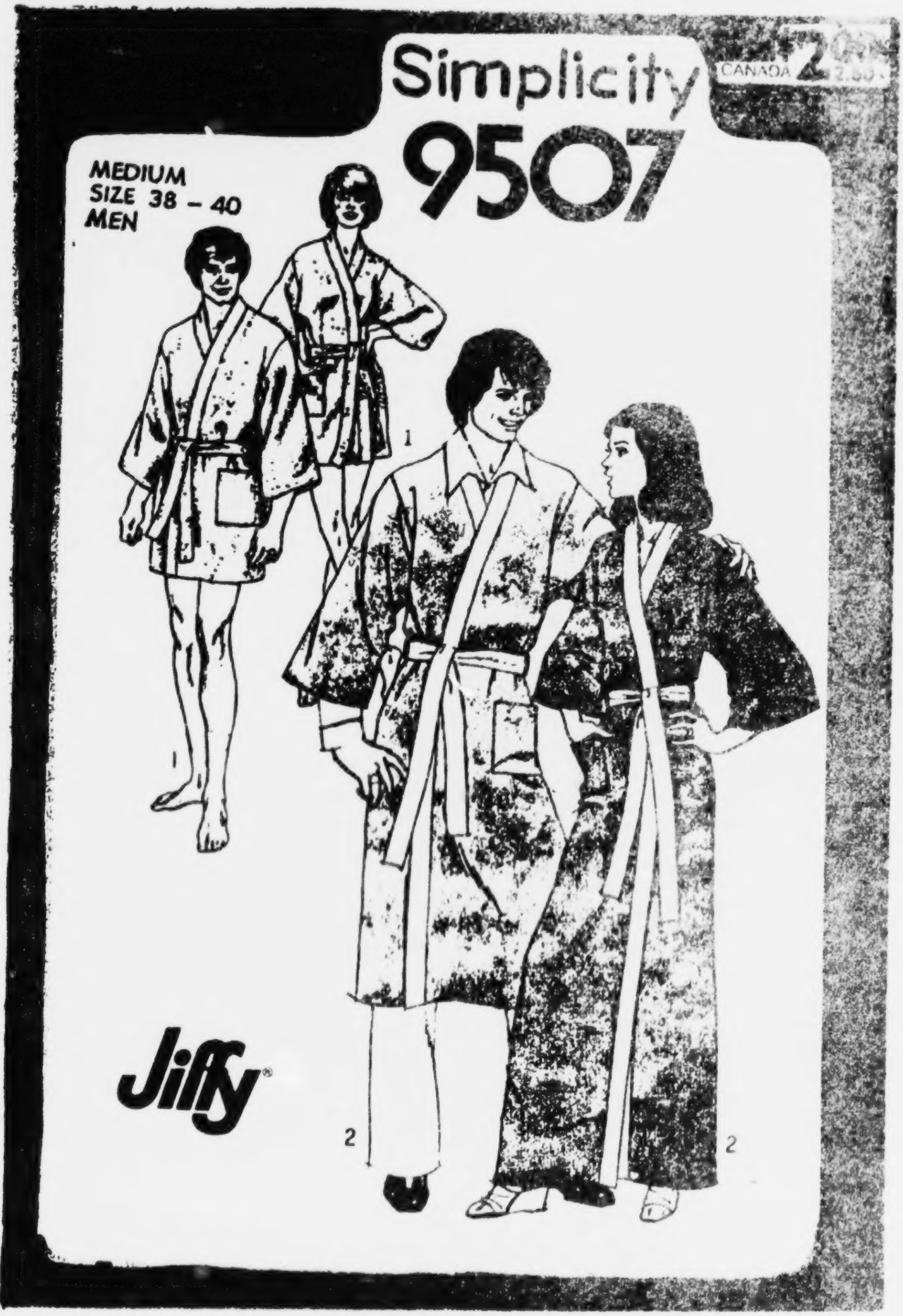
. FABRIC KEY

. SEWING DIRECTIONS

APPENDIX AA

ENVELOPE FRONT

1-77



Simplicity
CANADA 2
9507
MEDIUM
SIZE 38 – 40
MEN
1
1
Jiffy®
2
2

APPENDIX AA

ENVELOPE FRONT

Directions:

Using the information on the front of the pattern envelope, answer the following questions in the blanks provided.

1. What is the pattern number? ____

2. What is the cost of this pattern in U.S.A.? ________________________

   What is the cost of this pattern in Canada? ________________________

3. What is the size of this pattern?

APPENDIX AA

ENVELOPE FRONT

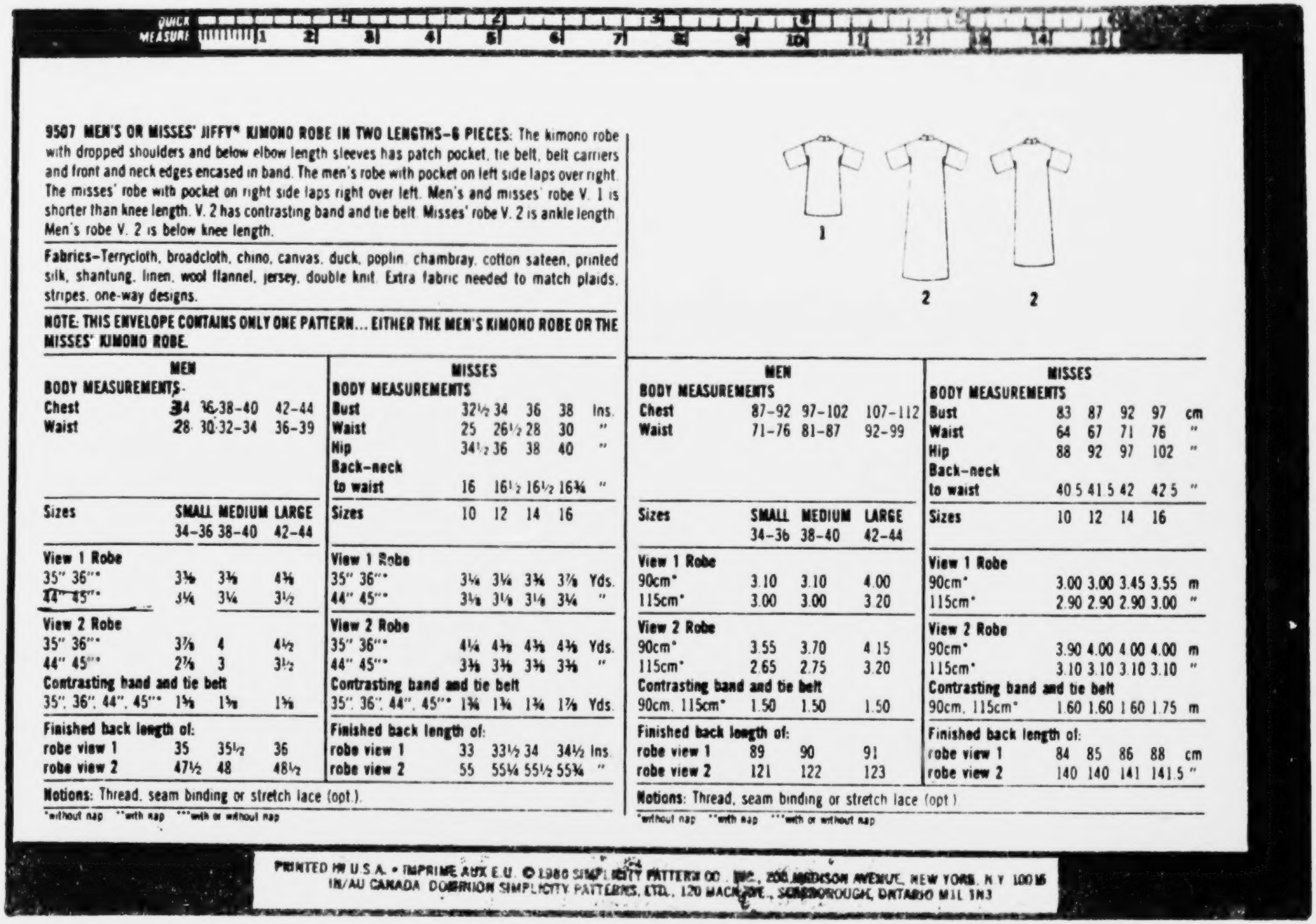
ANSWER KEY

1. 9507
2. $2.00

   $2.50
3. Medium, Size 38-40

APPENDIX AA

ENVELOPE BACK


QUICK MEASURE
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
1
2
2

9507 MEN'S OR MISSES' JIFFY* KIMONO ROBE IN TWO LENGTHS–6 PIECES: The kimono robe with dropped shoulders and below elbow length sleeves has patch pocket, tie belt, belt carriers and front and neck edges encased in band. The men's robe with pocket on left side laps over right. The misses' robe with pocket on right side laps right over left. Men's and misses' robe V. 1 is shorter than knee length. V. 2 has contrasting band and tie belt. Misses' robe V. 2 is ankle length. Men's robe V. 2 is below knee length.

Fabrics–Terrycloth, broadcloth, chino, canvas, duck, poplin, chambray, cotton sateen, printed silk, shantung, linen, wool flannel, jersey, double knit. Extra fabric needed to match plaids, stripes, one-way designs.

NOTE: THIS ENVELOPE CONTAINS ONLY ONE PATTERN... EITHER THE MEN'S KIMONO ROBE OR THE MISSES' KIMONO ROBE.

MEN			
BODY MEASUREMENTS			
Chest	34 36	38–40	42–44
Waist	28 30	32–34	36–39
Sizes	**SMALL** 34–36	**MEDIUM** 38–40	**LARGE** 42–44
View 1 Robe			
35" 36"*	3⅝	3⅝	4⅜
~~44" 45"~~*	3¼	3¼	3½
View 2 Robe			
35" 36"*	3⅞	4	4½
44" 45"*	2⅞	3	3½
Contrasting band and tie belt			
35", 36", 44", 45"*	1⅜	1⅜	1⅜
Finished back length of:			
robe view 1	35	35½	36
robe view 2	47½	48	48½

MISSES					
BODY MEASUREMENTS					
Bust	32½	34	36	38	Ins.
Waist	25	26½	28	30	"
Hip	34½	36	38	40	"
Back–neck to waist	16	16½	16½	16¾	"
Sizes	10	12	14	16	
View 1 Robe					
35" 36"*	3¼	3¼	3¾	3⅞	Yds.
44" 45"*	3⅛	3⅛	3⅛	3¼	"
View 2 Robe					
35" 36"*	4¼	4⅜	4⅜	4⅜	Yds.
44" 45"*	3⅜	3⅜	3⅜	3⅜	"
Contrasting band and tie belt					
35", 36", 44", 45"*	1¾	1¾	1¾	1⅞	Yds.
Finished back length of:					
robe view 1	33	33½	34	34½	Ins.
robe view 2	55	55¼	55½	55¾	"

Notions: Thread, seam binding or stretch lace (opt.).

*without nap **with nap ***with or without nap

MEN			
BODY MEASUREMENTS			
Chest	87–92	97–102	107–112
Waist	71–76	81–87	92–99
Sizes	**SMALL** 34–36	**MEDIUM** 38–40	**LARGE** 42–44
View 1 Robe			
90cm*	3.10	3.10	4.00
115cm*	3.00	3.00	3.20
View 2 Robe			
90cm*	3.55	3.70	4.15
115cm*	2.65	2.75	3.20
Contrasting band and tie belt			
90cm, 115cm*	1.50	1.50	1.50
Finished back length of:			
robe view 1	89	90	91
robe view 2	121	122	123

MISSES					
BODY MEASUREMENTS					
Bust	83	87	92	97	cm
Waist	64	67	71	76	"
Hip	88	92	97	102	"
Back–neck to waist	40.5	41.5	42	42.5	"
Sizes	10	12	14	16	
View 1 Robe					
90cm*	3.00	3.00	3.45	3.55	m
115cm*	2.90	2.90	2.90	3.00	"
View 2 Robe					
90cm*	3.90	4.00	4.00	4.00	m
115cm*	3.10	3.10	3.10	3.10	"
Contrasting band and tie belt					
90cm, 115cm*	1.60	1.60	1.60	1.75	m
Finished back length of:					
robe view 1	84	85	86	88	cm
robe view 2	140	140	141	141.5	"

Notions: Thread, seam binding or stretch lace (opt.)

*without nap **with nap ***with or without nap

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IN/AU CANADA DOMINION SIMPLICITY PATTERNS, LTD., 120 MACKAY AVE., SCARBOROUGH, ONTARIO M1L 1N3

APPENDIX AA

ENVELOPE BACK

Directions:

Using the information on the back of the pattern envelope, answer the following questions in the blanks provided.

1. What is the pattern number? ______________________________
2. How many different styles of this garment can be constructed using this pattern? ______________________________
3. List three fabrics suited to this pattern.
   ____
   ____
   ____
4. What sewing notions are required for this pattern?
   ____
5. What is the standard chest measurement for a men's size Medium?
   ____
6. What is the standard waist measurement for a women's size 14?
   ____
7. How much fabric is required for Men's View 1, size Large when fabric is:
   a. 44"-45" wide ____________________
   b. 35"-36" wide ____________________
8. How much fabric is required for Women's View 2, when size 12 when fabric is:
   a. 35"-36" wide ____________________
   b. 44"-45" wide ____________________

APPENDIX AA

ENVELOPE BACK

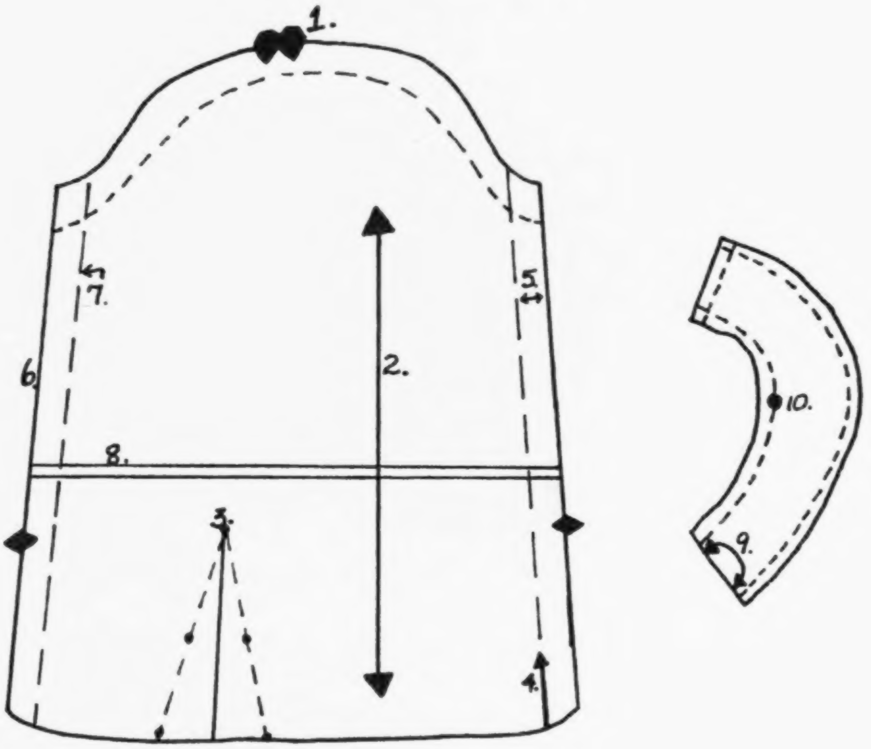
ANSWER KEY

1. 9507
2. three
3. terrycloth, broadcloth, chino, etc.
4. thread, seam binding or stretch lace
5. 38-40"
6. 28"
7. a. 3 1/2 yards
   b. 4 3/8 yards
8. a. 4 3/8 yards
   b. 3 3/8 yards

APPENDIX BB

PATTERN SYMBOLS

Directions:
Identify each numbered pattern symbol using the blanks provided.



1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

APPENDIX BB

ANSWER KEY

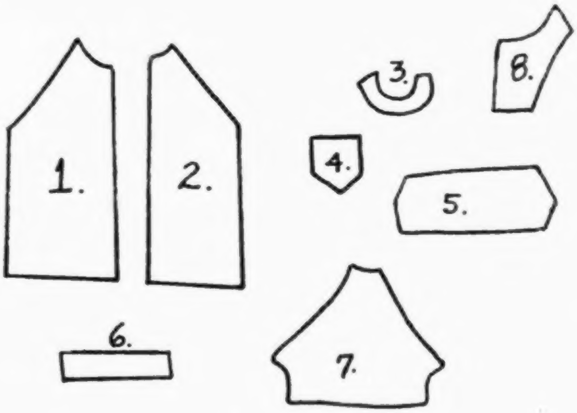
1. Notch
2. Grain line
3. Dart
4. Direction of stitching
5. Seam allowance
6. Cutting line
7. Stitching line
8. Adjustment line
9. Place on fold
10. Dot

APPENDIX CC

SIMPLE PATTERN SCRAMBLE

Directions:

The diagram pictures seven pattern pieces for a pullover top. The shirt has button front band, collar, short raglan sleeves, sleeve bands, and optional pocket.



Unscramble the letters below to spell the name of each pattern piece.

1. HRSIT RNFOT _ _ _ _ _   _ _ _ _ _

2. THRSI KBCA _ _ _ _ _   _ _ _ _

3. AIFCGN _ _ _ _ _ _

4. OKTPCE _ _ _ _ _ _

5. OLRCLA _ _ _ _ _ _

6. LVESEE DBNA _ _ _ _ _ _   _ _ _ _

7. EVSEEL _ _ _ _ _ _

8. TOFNR ADBN DAN CFIGAN _ _ _ _ _   _ _ _ _   _ _ _   _ _ _ _ _ _ _

APPENDIX CC

ANSWER KEY

1. Shirt front
2. Shirt back
3. Facing
4. Pocket
5. Collar
6. Sleeve band
7. Sleeve
8. Front band and facing

APPENDIX DD

MY MEASUREMENTS

MEASURING TIPS

Height ______________ - Stand straight against a wall. Measure from the top of your head to the floor. (1)

Neckband ____________ - Hold tape around neck adding 1/2". (2)

Chest _______________ - Measure around the broadest part of your chest. (3)

Waist _______________ - Measure your waistline at the smallest part. (4)

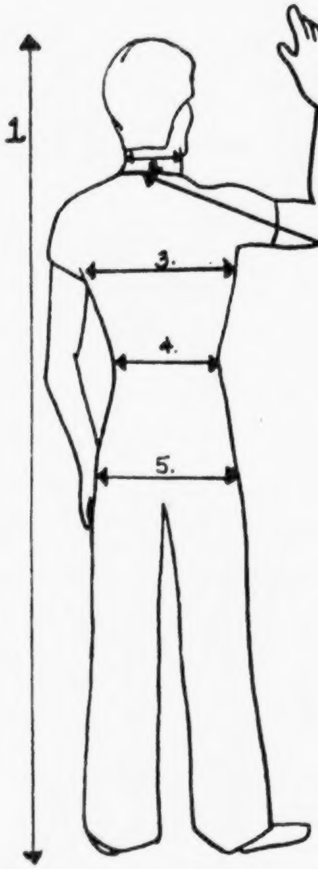
Hip _________________ - Measure around the fullest part of your seat. (5)

Shirt Sleeve ________ - Measure from your neckbone, around your bent elbow to your wrist. (6)

Body Type: ____________________

Shirt/Jacket Pattern Size: ______

Pants Pattern Size: ____________



APPENDIX DD

MY MEASUREMENTS

MEASURING TIPS

Height ________________ - Stand straight against a wall. Measure from the top of your head to the floor. (1)

Back Waist Length ____ - Tie a string at your waistline to mark the smallest part. Find your neckbone at the back of your neck. Measure from it to the string at your waist. (2)

Bust ________________ - Measure around the fullest part of the bustline. (3)

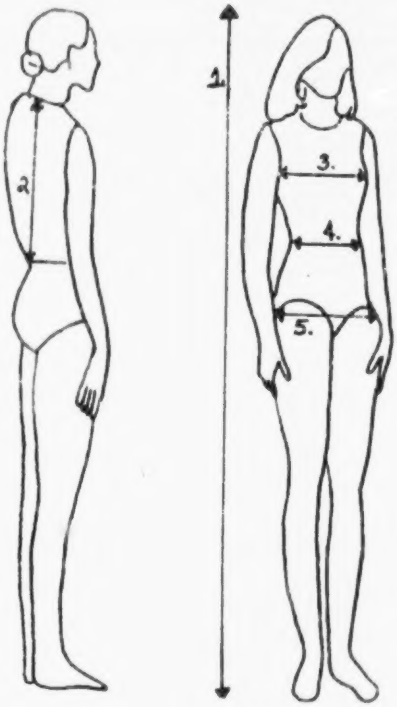
Waist ________________ - Measure around the smallest part of your waist. (4)

Hip ________________ - Measure around the fullest part of your hips. (5)

Body Type: ______________________

Dress/Blouse Pattern Size: ______

Skirt/Pants Pattern Size: ______



READY TO SEW?

The information below will help when shopping for items needed for a sewing project:

Pattern Size: ____________

Fabric Needed: ☐ cotton blend ☐ polyester ☐ linen type

Amount to Buy: fabric width ______________, view ______________,

amount needed ______________

Notions Needed: interfacing ____________, elastic ______________,

trim ____________________, zipper ______________,

buttons ________________, others ______________

____

____

Fabric Information: content: ____

care instructions: ______________________________

____

____

Notes:

____

____

____

____

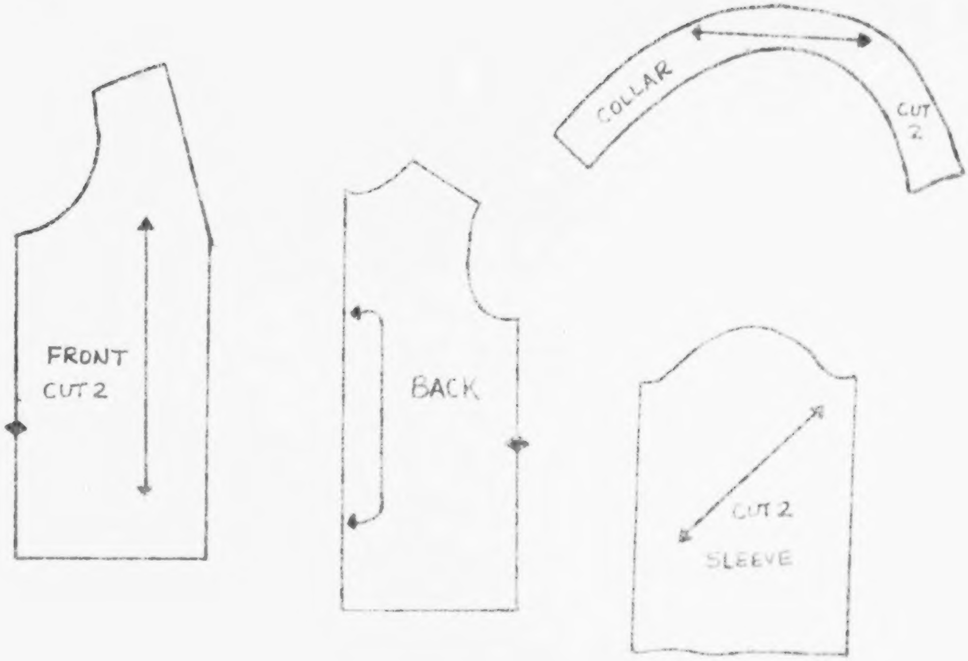
____

APPENDIX FF

PATTERN LAYOUT

Directions:

Cut out the shirt pattern pieces. Using pattern layout techniques, lay the pattern correctly on fabric.


COLLAR
CUT 2
FRONT
CUT 2
BACK
CUT 2
SLEEVE

APPENDIX GG

IS IT CUTTING TIME?

After placing all pattern pieces on fabric, check yourself by completing the checklist. If you think that you are ready to cut the pattern pieces, have your teacher complete the checklist before cutting the pattern pieces.

	STUDENT		TEACHER	
	YES	NO	YES	NO
- Has fabric been preshrunk?				
- Is cutting layout circled? View: ________ Size: ________				
- Is fabric folded evenly and correctly?				
- Are all pieces placed on fabric according to layout? Number of pieces: ________				
- Are all pins within the seam allowance?				
- Are pieces placed correctly on grainline? Pieces placed on fold: ____________________ ____________________				
- Pieces placed on straight grain: ____________________ ____________________				

APPENDIX HH

CLOTHING BINGO

Directions:

Write any 24 of the following words in any order on your bingo card.

Baste
Gather
Clip
Back stitching
Selvage
Notches
Pinking shears
Seam ripper
Guide sheet
Understitch
Nap
Stay stitching
Grainline
Seam
Thimble
Hem gauge
Seam allowance
Grade
Unit construction
Stitch length
Notions
Pattern
Steam iron
Topstitching
Dart
Trimmings
Directional stitching
Interfacing
Hem
Tape Measure
Emery bag
Pin cushion

b	i	n	g	o
		bonus *		

CLOTHING BINGO

Directions:

After all the cards are ready, read aloud one question at a time. Discuss the answer as a group; if a student has that answer written in one of his/her squares, it can be marked off. When a person has five in a row, he/she stands up and shouts "BINGO." Keep playing until all the questions have been asked.

1. A _____ _____ is used to hold pins and needles while sewing. Pin cushion
2. These cut zig-zagged and are used to finish seams or fabric edges. Pinking shears
3. To _____ is to sew with long, loose stitches to hold pieces of cloth together until final sewing is done. Baste
4. A _____ is made by sewing two pieces of fabric together. Seam
5. A _____ is used to protect your fingers while sewing by hand. It fits on your middle finger. Thimble
6. A _____ _____ is used to rip out a seam or unwanted stitches. Seam ripper
7. A _____ _____ is a six inch ruler with an adjustable sliding marker that is used to measure small areas. Hem gauge
8. _____ are diamond-shaped symbols along the cutting line that are used for matching seams. Notches
9. The heavy solid line with arrows at each end that shows the direction of the grain on a pattern piece is the _____. Grainline
10. The finished border of fabric is known as the _____. selvage
11. Stitching with the grain of the fabric is known as _____ _____. Directional stitching
12. The fabric between the line for cutting and the line for stitching is the _____ _____. Seam allowance
13. To open out the facing and machine stitch through the facing and seam allowances is to _____. Understitch
14. A triangular fold of fabric stitched to a point to give shape is a _____. Dart

15. To trim each layer of a seam allowance slightly narrower than the previous one is to _____ the seam. Grade

16. A soft fold of fabric that is stitched into a seam is a _____. Gather

17. To _____ is to make small, evenly spaced cuts in the seam allowance of a curve to flatten it. clip

18. A row of stitching on just one layer of fabric that keeps the curved areas from stretching as the fabric is handled. Staystitching

19. The decorations sewn on a garment are called _____. Trimmings

20. _____ are sewing items needed to complete a project. They include thread, zippers, buttons, interfacing, etc. Notions

21. A _____ is a set of written directions and pieces of marked paper that show you how to put a sewing project together. Pattern

22. A finished border made by folding up the edge of a garment and sewing it is a _____. Hem

23. Stitches made in reverse to secure the thread firmly at the end of the seam is _____. Backstitching

24. The _____ is raised surface texture on some fabrics such as velvet or corduroy. Nap

25. An emery pack attached to a pin cushion for cleaning and sharpening pins and needles is an _____ _____. Emery bag

26. A 60", flexible measuring tool used to take body measurements is a _____ _____. Tape measure

27. A _____ _____ is used to press a garment during construction. Steam iron

28. Sewing a decorative stitch on the right side of a garment to emphasize detail is called _____. Topstitching

29. _____ is used to help support and shape certain areas of a garment. interfacing

30. The length of a sewing stitch is called _____ _____. Stitch length

31. Preparing the separate pieces first, then assembling them in a

certain order is _____ _____. Unit construction

32. A pattern _____ _____ gives you step-by-step information for cutting, marking, and sewing the fabric. Guide Sheet

UNIT TEST
CLOTHING AND TEXTILES

PART I: TRUE-FALSE

Directions: In the blank provided to the left of each statement, write "T" if the statement is TRUE, write "F" if the statement is FALSE.

______ 1. Bright, warm colors tend to make the body appear larger.

______ 2. Pastels tend to make the body appear smaller.

______ 3. Vertical lines generally make the body appear wider than it really is.

______ 4. A bulky sweater will make you appear larger in the shoulders than a smooth one.

______ 5. Shiny textures tend to add weight or size to the figure.

______ 6. The most basic clothing needs are to appear attractive and feel self-confident.

______ 7. Your figure type is based on your height, proportions, and body shape.

______ 8. Adjustments to the fit of a garment must be made after the pattern pieces are cut out of the fabric.

______ 9. To preshrink fabric, treat it as if it were the finished garment.

______ 10. When pinning the pattern piece to the fabric, pins are placed parallel to the stitching line.

______ 11. Pattern markings are transferred onto the right side of the fabric.

______ 12. The needle should be lowered into the starting point before the presser foot is lowered.

______ 13. The usual seam allowance is 4/8 of an inch.

______ 14. A puckered seamline may indicate that the tension is too tight.

______ 15. A bent needle may result in skipped stitches.

PART II: MATCHING

Directions: In the blanks provided, write the letter of the definition from Column B which best describes the term in Column A.

COLUMN A

______ 1. Layer or grade
______ 2. Clip
______ 3. Regular stitching
______ 4. Top-stitching
______ 5. Ease
______ 6. Grain
______ 7. Interfacing
______ 8. Stay-stitching
______ 9. Selvage
______ 10. Pattern
______ 11. Basting
______ 12. Trim
______ 13. Directional stitching
______ 14. Backstitching

COLUMN B

A. A guide for cutting, marking, and sewing a garment.
B. The narrow, firm edge on both lengthwise finished edges of a woven fabric.
C. The lengthwise and crosswise threads of a fabric.
D. Material for shaping, reinforcing, stiffening, or for giving body to certain sections of a garment.
E. A means of holding two or more pieces of fabric together temporarily until they are permanently stitched.
F. Length of the machine stitch used in stitching a garment.
G. A line of regular stitching done on bias or curved edge that are to be joined to another piece.
H. A method of stitching to secure the thread ends.
I. Stitching made on the outside of the garment.
J. Stitching in the direction that is with the grain.
K. Extra length in one seam edge not found in the edge to which it is to be joined.
L. To cut into the seam allowance from edge to seam line.
M. To cut away extra fabric.
N. To trim seam allowances in different widths to reduce bulk and give a flatter, smoother look.

PART III: FILL IN THE BLANKS

Directions: Read each statement carefully. Fill in the blank provided to the left of the statement with the correct answer.

____________________ 1. The design principle concerned with the relation of the size of the parts to the whole and to each other is referred to as ___1___.

____________________ 2. ___2___ balance is achieved when each half of an object is exactly like the other.

____________________ 3. ___3___ balance is achieved when the two halves of a whole are different.

____________________ 4. ___4___ can be achieved by repetition of rows of ruffles, embroidery, tucks, gathers, and buttons which creates a center of interest.

____________________ 5. The two methods of spot and stain removal are
____________________ 6. ___5___ and ___6___.

____________________ 7. The two tools used to transfer pattern markings
____________________ 8. to fabric are ___7___ and ___8___.

____________________ 9. ___9___ aids in removing unwanted stitches from fabric.

____________________ 10. A ___10___ is used to protect the fingers while sewing by hand.

____________________ 11. A ___11___ is a six inch ruler with an adjustable sliding marker used to measure small areas.

____________________ 12. The step-by-step directions for constructing the garment can be found on the ___12___.

____________________ 13. ___13___ are diamond shaped symbols along the cutting line that are used for matching seams.

____________________ 14. The fabric between the line for cutting and the line for stitching is the ___14___.

____________________ 15. A triangular fold of fabric stitched to a point to give shape is a ___15___.

PART IV: LISTING

Directions: List the correct answer to each statement in the space provided.

1. List three functions of clothing.

   a.

   b.

   c.

2. List three consumer tips to follow when shopping for clothing.

   a.

   b.

   c.

3. List the four ways of sorting clothes.

   a.

   b.

   c.

   d.

4. List four pieces of information found on care labels.

   a.

   b.

   c.

   d.

PART V: DISCUSSION

Directions: Answer the following in complete sentences.

1. Explain the differences between needs and wants.

UNIT TEST - ANSWER KEY

CLOTHING AND TEXTILES

PART I: TRUE-FALSE

1. True
2. False
3. False
4. True
5. True
6. False
7. True
8. False
9. True
10. False
11. False
12. True
13. False
14. True
15. True

PART III: FILL IN THE BLANKS

1. Proportion
2. Formal or equal
3. Informal or unequal
4. Emphasis
5. Dry method
6. Wet method
7. Tracing wheel
8. Tracing paper
9. Seam ripper
10. Thimble
11. Hem gauge
12. Guide sheet
13. Notches
14. Seam allowance
15. Dart

PART II: MATCHING

1. N
2. L
3. F
4. I
5. K
6. C
7. D
8. I
9. B
10. A
11. E
12. M
13. J
14. H

PART IV: LISTING

1. a. Protection
   b. Modesty
   c. Identification
   d. Decoration or self-adornment

2. a. Check quality
   b. Comparison shop
   c. Decide if you want to sew or buy ready-made
   d. Watch for sales
   e. Determine correct size
   f. Coordinate purchases
   g. Evaluate store policies
   h. Make practical purchases

3. a. By care label
   b. By method of washing
   c. By color
   d. By fabric

4. a. Fiber content
   b. Special finishes
   c. Care instructions
   d. Name and address of manufacturer

PART V: DISCUSSION

1. Needs - things a person must have
   Wants - things a person desires

UNIT THREE

CONSUMER EDUCATION

INTRODUCTION

Many goods and services are available to a consumer in today's society. In order to make wise purchases, teenagers need to become educated in consumerism. This unit focuses on elements of management, personal money management, wise consumer buying, and purchasing.

COMPETENCIES

1. Develop an awareness of the importance of the teenage consumer in today's society.
2. Identify personal values, goals, needs and wants and utilize them in the decision-making process.
3. Understand various methods of financial planning and money management.
4. Develop efficiency in consumer marketing skills.
5. Develop an understanding of the principles involved in purchasing food and clothing.
6. Develop an awareness of the penalties of shoplifting.
7. Know types of consumer credit.
8. Know types of banks and banking services.
9. Identify consumer careers.

GENERAL PERFORMANCE OBJECTIVES

1. Recognize the value of the teenage consumer in the modern market place.
2. Apply the basic elements of management to the decision-making process.
3. Demonstrate sound practices of personal financial management.
4. Apply wise shopping practices to purchasing goods and services.
5. Practice sound judgment in the selection and purchasing of food and clothing.

6. Understand the consequences of shoplifting.

7. Recognize the advantages and disadvantages of using credit.

8. Identify types of banks and banking services.

9. Give examples of consumer careers.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through class discussion and activities, students will explain the role, rights and responsibilities of the teenage consumer.

2. Through class discussion and activities, students will relate the basic elements of management to the decision-making process.

3. Through class discussion and activities, students will practice management techniques of personal finances.

4. Through a class activity, students will identify wise shopping practices.

5. Through class discussion and activities, students will identify factors that aid in the wise purchasing of food and clothing.

6. In a discussion, students will identify the problems faced by teenagers caught shoplifting.

7. On a written test, students will identify the advantages and disadvantages of using credit.

8. On a written test, students will identify types of banks and banking services.

9. Through a project, students will identify consumer careers.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the consumer education unit. Use the materials in the appendix to enhance the presentation of the subject matter. Discuss terms related to consumer education.

SUGGESTED INTEREST APPROACHES

1. Prepare a bulletin board to introduce consumerism.

2. Conduct "taste tests" to compare different brands of a food item.

3. Have students evaluate different television or radio advertisements.

UNIT OUTLINE

CONSUMER EDUCATION

I. Introduction to consumerism

   A. Consumer terminology
   B. The teenage consumer
   C. Rights and responsibilities

II. Basic elements of management

   A. Resources
   B. Values
   C. Goals
   D. Standards
   E. Needs
   F. Wants
   G. Decision-making process

III. Personal money management

   A. Understanding money
   B. Managing finances

IV. Wise consumer buying

   A. Where to purchase
   B. Time to purchase
   C. Guides for buying

V. Purchasing

   A. Buying food
   B. Buying clothing

VI. Shoplifting

   A. Costs
   B. Consequences

VII. Credit

   A. Types
   B. Advantages and disadvantages
   C. Guidelines for using

VIII. Banking

  A. Types of banks
  B. Banking services

IX. Consumer careers

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1. Consumer terminology	Reading	1. Brainstorm definition of consumer, goods, and services. Formulate a class definition.
	Reading Writing	2. Complete worksheet "Consumer Poll."
Rights and responsibilities	Reading	4. Discuss definition of consumer rights and consumer responsibilities.
	Reading	5. View and discuss transparency "Bill of Rights."
	Reading	6. View and discuss transparency "Consumer Responsibilities."
	Reading Writing	7. Complete handout "How Much do You Know about Rights and Responsibilities?"
Objective 2. Resources	Reading Writing	1. Define and discuss resources.
	Reading Writing	2. Complete puzzle "Resource Search."
	Reading	3. View bulletin board "No Lion, Managing Your Resources is Important."
	Reading Writing	4. Write a one page report entitled "How I Can Contribute to My Family's Resources."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Values	Reading Writing	5. Define and discuss values.
	Writing	6. Complete handout "10 Things I Love to Do."
Goals	Reading Writing	8. Define goals.
	Reading Writing	9. Discuss and define types of goals.
	Reading Writing	10. List five short-term goals and five long-term goals and rank each in order of priority. Discuss.
Standards	Reading Writing	14. Define standards.
	Reading	15. Discuss standards using transparency.
Needs	Reading Writing	16. Define needs and discuss how needs vary with age and activity.
Wants	Reading Writing	17. Define wants and list examples.
Decision making process	Reading	19. View bulletin board "Steps to Decision Making." Discuss.
	Reading Writing	20. Complete handout "Teenage Shopping Decisions." Participate in class discussion.
Objective 3. Money	Reading Writing	1. Define money.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	2. Discuss quotations associated with money.
Managing finances	Reading	4. Using transparency, discuss factors that influence spending.
	Reading Writing	5. Complete worksheet "Past and Present."
	Reading Writing	7. Complete worksheet "Budgeting Decisions."
	Reading Writing	8. Complete crossword puzzle "Budgeting."
	Reading	9. View transparencies on saving.
Objective 4. Where to purchase	Reading Writing	1. View and discuss transparency "Types of Stores."
	Reading Writing	2. Complete and discuss worksheet "Places to Shop."
	Reading	3. View bulletin board "Stay on Track! Shop Wisely."
	Writing	4. List and discuss services provided by stores.
Time to purchase	Reading	6. Discuss handout "Monthly Sales."
	Writing	7. List and discuss types of sales.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Guides for buying	Reading	9. View and discuss transparency "The Art of Buying."
	Reading Writing	10. Define advertising.
	Reading	11. Discuss advertising using worksheet "Advertising Opinions."
	Reading	13. Evaluate and classify television or radio commercials according to type using worksheet.
	Reading	14. Participate in advertising and play "You Should Be in Pictures."
	Reading Writing	15. Define label.
	Reading	16. View bulletin board "On the Label."
	Writing	17. List information found on a label.
	Reading Writing	18. Obtain one food label and complete "Reading a Label" worksheet.
	Reading	19. View transparency on "Hangtag Information."
	Writing	20. List and discuss information found on hangtags and garment labels.
	Reading Writing	22. Define guarantee/warranty.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	23. List and identify information found on a warranty.
	Reading Writing	24. Define seal of approval and trademark.
	Reading	25. View and discuss transparency on seals of approval.
	Reading	26. Find and display samples of trademarks.
Objective 5. Buying foods	Writing	1. List factors which affect amount of money spent on food.
	Reading Writing	2. Complete worksheet "Comparison Shopping" and report findings to class.
	Writing	5. Define and discuss importance of wardrobe planning.
	Writing	6. Discuss and list factors affecting clothing choices.
		8. Complete word search puzzle.
Objective 6. Shoplifting	Reading Writing	1. Define and discuss shoplifting.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	2. Complete "Shoplifting Survey" questionnaire.
Objective 7. Credit	Reading Writing	1. Define terms related to credit.
	Reading	3. View bulletin board on types of credit.
	Reading	5. Discuss guidelines for using credit.
Objective 8. Types of banks	Writing	1. List and discuss the types of banks.
	Reading	2. View transparency on primary and supplementary bank services.
Types of bank accounts	Writing	4. List the steps involved in opening a savings account and a checking account.
		5. Complete activity sheet "Writing a Check."
Maintaining records	Writing	6. Discuss and list important banking records that should be filed.
Types of loans	Writing	7. List and discuss types of loans.
Objective 9. Consumer careers	Reading	1. Research a consumer career. Report findings to class.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. Through class discussions and activities, students will explain the role, rights and responsibilities of the teenage consumer.

Unit Content	Learning Activities
Consumer terminology --Terms .Consumer .Goods .Services	1. Brainstorm definition of consumer, goods and services. Formulate a class definition. Appendix A.
	2. Complete worksheet "Consumer Poll" in Appendix B.
The teenage consumer --Effects on the economy --Effects on family budget	3. Discuss the effect of the teenage consumer on the economy and on the family budget.
Rights and responsibilities --Definition .Rights .Responsibilities	4. Discuss definition of consumer rights and consumer responsibilities. Appendix A.
--Bill of Rights of a consumer	5. View and discuss transparency "Bill of Rights" in Appendix C.
	6. View and discuss transparency "Consumer Responsibilities" in Appendix D.
	7. Complete handout "How Much do You Know about Rights and Responsibilities?" in Appendix E.
	8. View filmstrip on consumer rights and responsibilities.

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2. Through class discussion and activities, students will relate the basic elements of management to the decision-making process.

Unit Content	Learning Activities
Resources --Definition	1. Define and discuss resources. Appendix A.
--Resources available to the consumer .Natural -Air -Sunshine -Water .Material -Goods -Equipment -Money	2. Complete puzzle "Resource Search" in Appendix F. 3. View bulletin board "No Lion, Managing Your Resources is Important" in Appendix G.
.Human -Abilities -Skills -Personal qualities	4. Write a one page report entitled "How I Can Contribute to My Family's Resources."
Values --Definition	5. Define and discuss values. Appendix A.
--Examples Love .Security .Knowledge .Honesty .Health .Thrift .Friendship .Religious beliefs .Beauty --Sources of values .Family .Learning experiences .School .Church .Community .Heritage --Importance and ranking of values	6. Complete handout "10 Things I Love to Do" in Appendix H. Class discussion. 7. Collect pictures of two items that you value the most. Using pictures, complete collage bulletin board "I Value..." in Appendix I.
Goals --Definition	8. Define goals. Appendix A.
--Types of goals	9. Discuss and define types of goals. Appendix A.

.Short term .Long term --Reaching goals	10. List five short-term goals and five long-term goals and rank each in order of priority. Discuss.
	11. Classify pictures on collage as long-term goals or short-term goals.
--Relationship of goals to values	12. Discuss relationship of goals to values.
.Values in developing goals .Values concerning money .Attitude .Opinions .Tendencies	13. Identify one goal and list resources needed to achieve that goal.
Standards	14. Define standards. Appendix A.
--Definition	15. Discuss standards using transparency in Appendix J.
Needs --Definition .Food .Clothing .Shelter	16. Define needs and discuss how needs vary with age and activity. Appendix A.
Wants --Definition	17. Define wants and list examples. Appendix A.
	18. Discuss the importance of setting priorities for obtaining needs and wants.
Decision-making process --Steps .Identify the problem .Seek alternatives .Weigh alternatives .Make a choice .Evaluate results --Importance of decision making	19. View bulletin board "Steps to Decision Making" in Appendix K. Discuss
	20. Complete handout "Teenage Shopping Decisions" in Appendix L. Participate in class discussion.
	21. Discuss the importance of learning to make decisions.

3. Through class discussion and activities, students will practice management techniques of personal finances.

Unit Content	Learning Activities
Money --Definition --Importance of money	1. Define money. Appendix A. 2. Discuss quotations associated with money in Appendix M. 3. Discuss the importance and use of money by teenagers.
Managing finances --Influences on spending .Goals .Needs .Wants .Lifestyle --Financial planning steps .Set financial goals .Estimate income .Estimate expenses .Outline spending plan	4. Discuss factors that influence spending using transparency in Appendix N. 5. Complete worksheet "Past and Present" in Appendix O. 6. Discuss steps in financial planning. 7. Complete worksheet "Budgeting Decisions" in Appendix P. 8. Complete crossword puzzle "Budgeting" in Appendix Q. 9. View transparencies on saving in Appendix R.

4. On a written test, students will identify wise shopping practices.

Unit Control	Learning Activities
Where to purchase --Types of stores .Mail order houses .Discount stores .Chain stores .Specialty shops .Convenience stores .Department stores	1. View and discuss transparency "Types of Stores" in Appendix S. 2. Complete and discuss worksheet "Places to Shop" in Appendix T.

.Door-to-door sales .Telephone sales	3. View bulletin board "Stay on Track! Shop Wisely" in Appendix U.
--Services provided .Convenience .Coupons .Discounts .Delivery .Refunds/exchanges .Credit .Lay-away .Gift certificates .Personal assistance .Check cashing	4. List and discuss services provided by stores.
Time to purchase --Effects of season on price and quality	5. Discuss factors that influence time to purchase.
--Sales .Birthday .Grand opening .Going out of business .Anniversary .End of year .Overstock .Clearance .Inventory .White .Special purchase sales .Other --Availability of money	6. Discuss handout "Monthly Sales" in Appendix V. 7. List and discuss types of sales. 8. Collect sample ads of different types of sales. Share with class.
Guides for buying --Three general factors .Quality .Quantity .Price	9. View and discuss transparency "The Art of Buying" in Appendix W.
--Advertising .Definition	10. Define advertising. Appendix A. 11. Discuss advertising using worksheet "Advertising Opinions" in Appendix X.
.Types -Persuasive -Informative -Emotional .Techniques	12. Discuss types of advertising. 13. Evaluate and classify television or radio commercials according to type using work-

-Image building -Association	sheet in Appendix Y.
-Snob appeal -Plain or basic -Sex appeal -Appeal to an emotion -Fear -Flag waving --Label	14. Participate in advertising role play "You Should Be in Pictures" in Appendix Z.
.Definition	15. Define label. Appendix A.
	16. View bulletin board "On the Label" in Appendix AA.
	17. List information found on a label.
.Food labels -General information .Name of product .Name and address of processor .Net contents by weight or liquid volume .Ingredients .Additives .Nutritional content -Nutritional labeling .Serving size .Number of servings .Protein, carbohydrate and fat content .Percentage of the U.S. Recommended Daily Allowance of protein, Vitamin A, Vitamin C, thiamin, riboflavin, niacin, calcium, and iron	18. Obtain one food label and complete "Reading a Label" worksheet in Appendix BB.
.Clothing labels -Required information .Fiber content .Care .Manufacturer	19. View transparency on "Hangtag Information" in Appendix CC.
-Optional information .Brand .Size .Price	20. List and discuss information found on hangtags and garment labels.
.Finishes	21. Discuss care labeling.

--Guarantee/warranty .Definition	22. Define guarantee/warranty. Appendix A.
.Information required -Name and address of company -What is covered -Procedure for making a claim -Duration of the warranty	23. List and identify information found on a warranty using Appendix DD.
--Seals of approval and trademark .Definitions	24. Define seal of approval and trademark. Appendix A.
	25. View and discuss transparency on seals of approval in Appendix EE.
	26. Find and display samples of trademarks.

---

5. Through class discussion and activities, students will identify factors that aid in the wise purchasing of food and clothing.

Unit Content	Learning Activities
Buying food --Factors which determine amount of money to be spent for food .Nutrition .Family size .Tastes .Income .Appetite .Special dietary needs .Season .Home gardening .Cost of food	1. List factors which affect amount of money spent on food.
-Comparison shopping -Using coupons	2. Complete worksheet "Comparison Shopping" and report findings to class using Appendix FF.
--Factors which indicate food	3. Discuss factors which indicate

quality .Grades .Government Inspection .Brands	food quality. 4. Participate in taste test activity comparing different brands of a food for taste and eye appeal.
Buying clothing --Wardrobe planning .Definition	5. Define and discuss importance of wardrobe planning.
--Factors affecting clothing choices .Income .Personal taste .Fashion .Purpose .Cost .Quality -Brands -Workmanship -Climate -Season -Other	6. Discuss and list factors affecting clothing choices. 7. Compare different brands of clothing according to quality. 8. Complete word search puzzle in Appendix GG. 9. View filmstrip on buying food and clothing.

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6. In a discussion, students will identify the problems faced by teenagers caught shoplifting.

Unit Content	Learning Activities
Shoplifting --Definition	1. Define and discuss shoplifting. Appendix A. 2. Complete "Shoplifting Survey" questionnaire in Appendix HH. Discuss.
--Costs	3. Listen to a store manager discuss costs and consequences of shoplifting.
--Consequences of shoplifting .Against the law -Can be arrested	4. Discuss consequences of shoplifting.

-Can be placed in juvenile correction center
-Can be placed on parole
-Juvenile record
.Causes prices to rise to cover losses
.Humiliation if friends and family find out

5. Listen to a law enforcement officer speak on the perils of shoplifting.

7. On a written test, students will identify the advantages and disadvantages of using credit.

Unit Content
Learning Activities

Credit
--Definitions

--Types
.Sales credit
.Cash credit
.Service credit
.Installment credit

--Advantages
--Disadvantages
--Guidelines for using

1. Define terms related to credit. Appendix A.

2. View filmstrip on consumer credit.

3. View bulletin board on types of credit. Appendix II.

4. Discuss advantages and disadvantages of using credit.

5. Discuss guidelines for using credit. Appendix JJ.

8. On a written test, students will identify the types of banks and banking services.

Unit Content

Types of banks
--Commercial
.Primary services
-Accepting and safeguarding money
-Making sound loans
-Transferring funds

Learning Activities

1. List and discuss the types of banks.

2. View transparency on primary and supplementary bank services in Appendix KK.

.Supplementary services -Special savings accounts -Banking by mail -Automatic equipment services -Credit cards -Safe deposit boxes -Traveler's checks -Trust services -Stocks and bonds -Coin and currency services --Savings and loans --Mutual savings --Credit union	3. Listen to a guest speaker from a bank speak on savings and checking accounts.
Types of bank accounts --Savings account .Signature card .Deposit slip .Deposit book .Withdrawal .Rate of interest	4. List the steps involved in opening a savings account and a checking account. 5. Complete activity sheet "Writing a Check" in Appendix LL.
--Checking account .Type of account .Signature card .Fill out check stub .Parts of check .How to write a check	
Maintaining records	6. Discuss and list important banking records that should be filed.
Types of loans --Personal --Commercial	7. List and discuss types of loans. 8. Participate in a field trip to a local bank.

9. Through a project, students will identify consumer careers.

Unit Content

Learning Activities

Consumer careers
- --Survey assistant
- --Service representative for a company
- --Correspondent
- --Product tester
- --Consumer advocate
- --Advertising claim specialist
- --Consumer affairs employee
- --Lawyer
- --Collection agent
- --Bank clerk
- --Credit bureau employee
- --Retail credit employee
- --Financial planner
- --Financial counselor
- --Others

1. Research a consumer career. Report findings to class.
2. Interview an individual employed in a consumer career. Discuss.
3. Discuss consumer careers and preparation required for each career.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas and cooperating with other students in developing the project involving home improvement, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbooks, materials for selected projects and handouts selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Consumer Education," Guidance Associates Interpretive Education, 2306 Winter Drive, Kalamazoo, Michigan, 49002.

Publications

Barton, Phyllis. *Consumers: Who? Why? How?* Minnesota Mining and Manufacturing Company, St. Paul, Minnesota.

Food: A Super Natural Resource. Rosemont, Illinois. National Dairy Council and the Milk Foundation, Inc., 1976.

Gaddis, Carolyn. *Be a Smart Operator*. Louisiana Cooperative Extension Service, Knapp Hall, University Station, Baton Rouge, Louisiana 70803.

Sellers, Nancy. *Lifeworks: Advertising Techniques and Consumer Frauds*. Northwest Regional Educational Laboratory, McGraw-Hill, Inc., New York, 1980.

RESOURCES

Brinkley, Jeanne Hayden, Valerie M. Chamberlain, and Frances Champion. *Teen Guide to Homemaking*. New York: Webster Division, McGraw-Hill Book Company, 1977.

Campbell, Sally R. *Activity Guide for the Confident Consumer*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1983.

Crossword Puzzles for Consumer Education. Tony, Wisconsin: Homemaking Research Laboratories, 1975.

Daigle, Caroline W. and Carolyn Gaddis. *Consumer Power*. Baton Rouge, Louisiana: Louisiana State University and Agriculture and Mechanical College, 1974.

Green, Hayden D. *Consumer Economics*. Oak Park, Illinois: South-Western Publishing Company, 1983.

Kelly, Joan and Eddye Eubanks. *Today's Teen*. Peoria, Illinois. Bennett Publishing Company, 1981.

Kimbrell, Grady and Susan T. Kern. *The Savvy Consumer*. Bloomington, Illinois: McKnight Publishing Company, 1984.

Maedke, Wilmer O., Ross E. Lowe and Charles A. Malouf. Consumer Education. Encino, California: Glencoe Publishing Company, 1984.

Maedke, Wilmer O., Ross E. Lowe and Charles A. Malouf. Consumer Education Student Workbook. Encino, California: Glencoe Publishing Company, 1984.

Warmke, Roman F. and Eugene D. Wyllie. Consumer Economics. Cincinnati: South-Western Publishing Co., 1983.

Nelson, Dr. Robert, Allen Mark Perres, and D. E. Wheeler. Decision-Making. Bloomington, Illinois: McKnight Publishing Company, 1976.

Sanders, Retha, New Ideas for Bulletin Boards. Vol. 3, Waco, Texas: Home Economics Department, Baylor University.

Simon, Sidney, Leland W. Howe, and Howard Kirschenbaum. Values Clarification. New York: Hart Publishing Company, Inc., 1972.

APPENDIX A

TERMS

ADVERTISING - a message designed to persuade people to buy products, services, or ideals.

ADVERTISEMENT - any paid form of non-personal information by an identified sponsor to promote goods.

BRAND - name used to show ownership and/or maker of a product.

CHARGE PLATE - plastic identification card issued to a person having a charge account.

CONSUMER - a user of goods and services.

CONSUMER RESPONSIBILITIES - one's obligations or duties as a consumer.

CONSUMER RIGHTS - privileges given to a consumer.

CREDIT - the use of someone else's money.

CREDIT RATING - measure of a person's ability and willingness to pay debts.

DECISION MAKING - considering the available alternatives and determining the best choice.

GOALS - aims toward which we work.

GOODS - items bought or used by the consumer.

GRADE - step or level of quality.

GUARANTEE/WARRANTY - written statement given by the seller or a manufacturer that promises repair, replacement or refund if a product fails to perform as specified at the time it was sold.

INTEREST - rent paid for the use of money.

LABEL - a piece of paper, cloth or metal attached to goods to help identify them.

LONG-TERM GOALS - goals requiring more than a year to achieve.

MONEY - a measure of value and a medium of exchange.

NEEDS - those items one is unable to do without.

RESOURCES - all the things you use to obtain needs and wants.

SALE - offering of goods at reduced prices.

SEAL OF APPROVAL - a tag attached to an item to identify it as guaranteed, certified, approved, or tested by an agency.

SERVICES - tasks or actions performed for the consumer.

SHOPLIFTING - the act of removing merchandise from a store without paying for it; stealing.

SHORT-TERM GOALS - goals that can be achieved in less than a year.

STANDARDS - a guideline for measuring the process toward achieving a goal.

TRADEMARK - a unique symbol or mark registered with the Federal Government used to identify a product.

VALUES - ideas, beliefs, and feelings that are important to us and influence what we do.

WANTS - desires; not necessities.

WARDROBE PLANNING - planning clothing purchases to fit all activities and occasions.

APPENDIX B

CONSUMER POLL

DIRECTIONS:

Check the response that most closely indicates the way you feel about each statement.

	Agree	Not Sure	Disagree
1. Many consumers go unprotected because they are not aware of their rights.			
2. Saving money is not as difficult as people think.			
3. Saving money is easy and gives a sense of security.			
4. It is better to save for purchases than to borrow.			
5. Merchants often treat teenagers poorly when they are shopping.			
6. Parents should encourage children to save money.			
7. Children should be given an allowance.			
8. It is not a good idea to borrow money for your first car.			
9. Friendships may be broken by borrowing money.			
10. It is important for consumers and business people to communicate to solve problems.			
11. Spending choices are influenced by your values and goals.			

	Agree	Not Sure	Disagree
12. The way you spend your money now will carry on into adulthood.			
13. A lot of money is wasted on unnecessary products and services.			
14. There is a need for new laws to provide more consumer protection.			
15. It is difficult to make rational choices because of the wide variety of goods and services.			

APPENDIX C

BILL OF RIGHTS

CONSUMER RIGHTS AND RESPONSIBILITIES ALSO GO HAND IN HAND. THE CONSUMER BILL OF RIGHTS WAS FIRST PROPOSED BY PRESIDENT JOHN F. KENNEDY IN 1962. IT ASSURES THESE RIGHTS:

Right to safety

Right to be informed

Right to choose

Right to be heard

Right to redress

CONSUMER RESPONSIBILITIES

THESE CONSUMER RIGHTS IMPLY A SET OF CONSUMER RESPONSIBILITIES THAT GO WITH THEM. THEY INCLUDE THE FOLLOWING:

Responsibility to use products safely

Responsibility to use information

Responsibility to choose carefully

Responsibility to speak up

Responsibility to seek redress

APPENDIX E

HOW MUCH DO YOU KNOW ABOUT RIGHTS AND RESPONSIBILITIES

Jan read about a large stock-reduction sale being held in town. She needed some clothes for school and thought this would be a good chance to purchase a few items.

Jan noticed when she walked in the store that large signs saying "NO EXCHANGES OR REFUNDS" were everywhere. This, she knew, was the policy since the store was closing.

Jan bought three pairs of pants, two sweaters, two shirts and a handbag. She tried on one pair of pants and two of the shirts in the store, but was in a hurry and didn't have time to try them all on.

The next dav, Jan threw all of her new clothes in the washing machine to get them ready for wearing. The store had previously removed the care labels so she figured it would be alright to wash them together since they were all new. Afterwards, she dried them in the clothes dryer.

Upon removing the clothes from the dryer, she noticed that the pants were spotted, the sweater had shrunk, and one of the shirts was coming apart at the seams.

Jan was angry! She took the ruined clothing back to the store for a refund. The girl at the service desk was too busy to listen, and the manager was out. Jan decided to forget about it.

Which consumer rights were violated? How?

Which consumer responsibilities were ignored? How?

APPENDIX F

RESOURCE SEARCH

Directions:

Nine types of energy sources are listed. Unscramble the letters to spell each energy source. Write one letter in each blank. After all sources are identified, another word will appear in the circles.

TRWAE	_ _ _ _ ○
MEIT	_ _ _ ○
SSTORFE	_ _ _ _ ○ _ _
IOLS	_ ○ _ _
GTHLNUIS	_ ○ _ _ _ _ _ _
RIA	_ _ ○
LOAC	○ _ _ _
GEENRY	_ _ ○ _ _ _
SGA	_ _ ○

APPENDIX F

ANSWER KEY

WATEⓇ

TIMⒺ

FOREⓈTS

SⓄIL

SⓊNLIGHT

AIⓇ

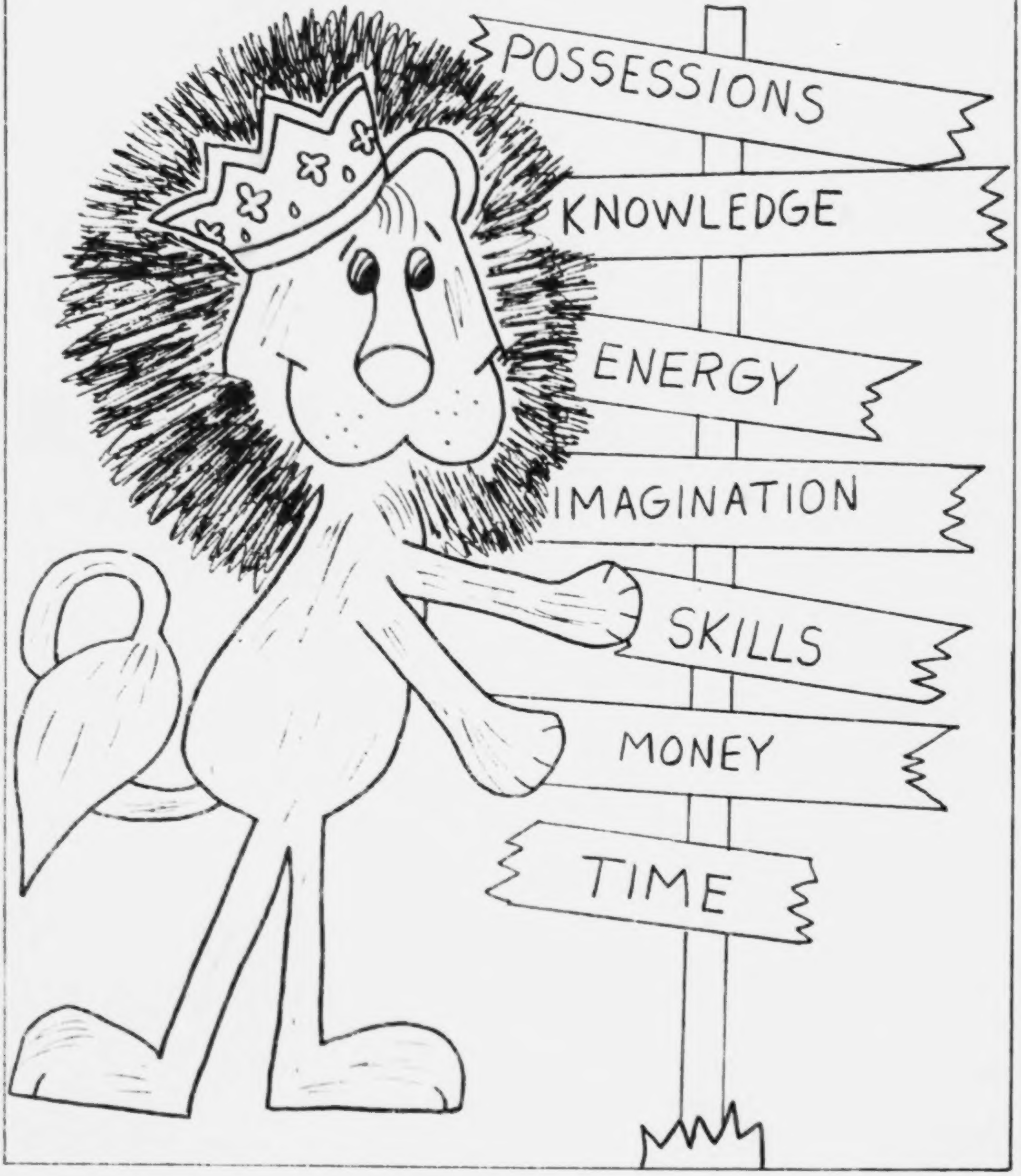
ⒸOAL

ENⒺRGY

GAⓈ

APPENDIX G

NO LION,
MANAGING YOUR RESOURCES IS IMPORTANT


POSSESSIONS
KNOWLEDGE
ENERGY
IMAGINATION
SKILLS
MONEY
TIME

APPENDIX H

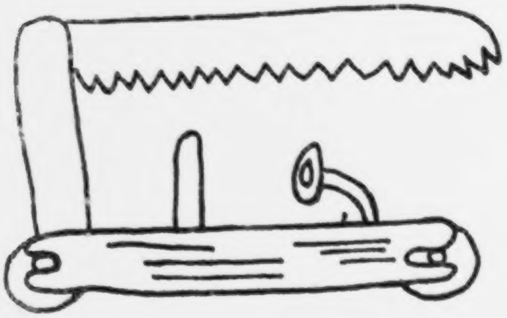
TEN THINGS I LOVE TO DO

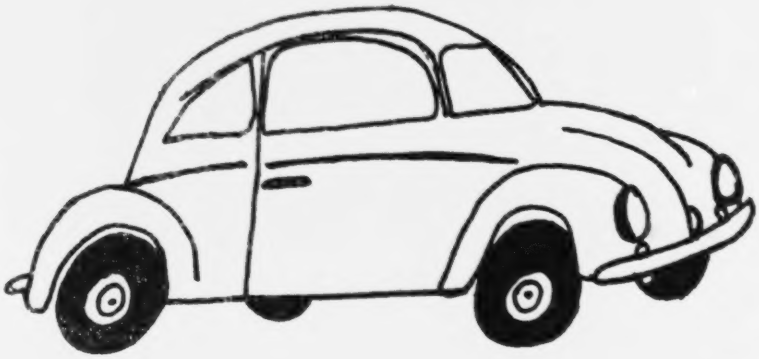
Directions:

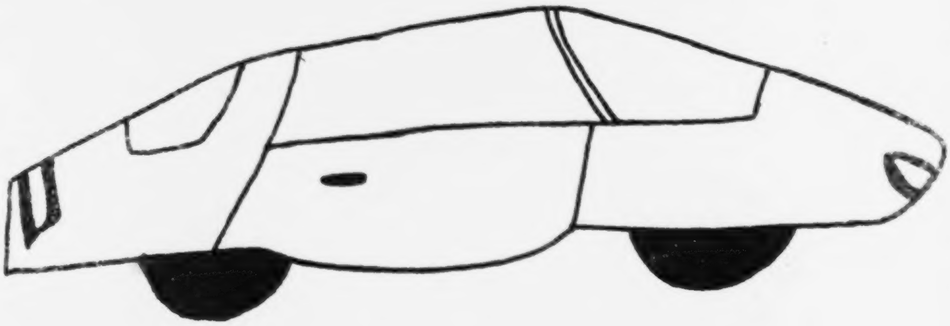
1. List ten things that you like to do.
2. Place the $ sign by any item which costs more than $5 each time you do it.
3. Indicate how much time is required to complete each activity.
4. Place a star next to those activities which represent wise spending of money for the time involved.

ACTIVITY	$	TIME	☆
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

I VALUE...

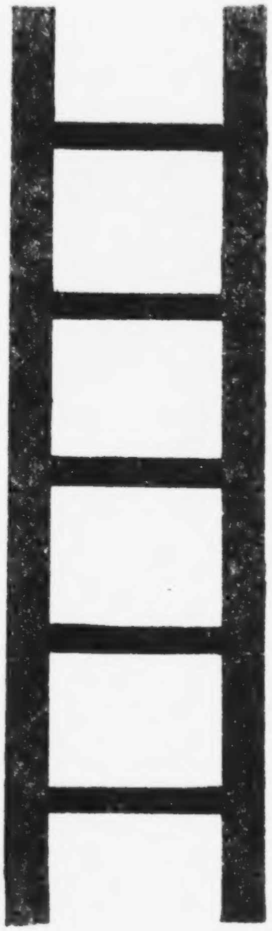






APPENDIX K

STEPS TO DECISION MAKING



5 Evaluate Results

4 Make A Choice

3 Weigh Alternatives

2 Seek Alternatives

1 Identify The Problem

APPENDIX L

TEENAGE SHOPPING DECISIONS

Directions:

Pretend you have moved here to the United States from South America. All of your clothing has been shipped to another port and cannot be located. You have to purchase a new wardrobe and you have only $200.00 to spend.

Using a catalog, decide what you can purchase with the budget. List the items and prices on the chart below. Make sure your total is within the $200.00 limit.

PAGE	ITEM	COST	PAGE	ITEM	COST
			TOTAL THIS COLUMN		
			SUBTOTAL (COLUMN 1)		+
SUBTOTAL			GRAND TOTAL		

.Were you able to buy everything you needed? ____________________
Why? ____________________

.What have you learned from this activity? ____________________
____
____

APPENDIX M

MONEY QUOTATIONS

MANY OF US SPEND HALF OUR TIME WISHING FOR THINGS WE COULD HAVE IF WE DIDN'T SPEND HALF OUR TIME WISHING.

-ALEXANDER WOOLLCOTT

THE FUTURE BELONGS TO HIM WHO KNOWS HOW TO WAIT.

-RUSSIAN PROVERB

IF YOU ADD ONLY A LITTLE TO A LITTLE AND DO THIS OFTEN, SOON THAT LITTLE WILL BECOME GREAT.

-HESIOD

BUDGETS ARE NOT MERELY AFFAIRS OF ARITHMETIC.

-WILLIAM GLADSTONE

A PENNY SAVED IS A PENNY EARNED.

-ENGLISH PROVERB

A STITCH IN TIME SAVES NINE.

-ENGLISH PROVERB

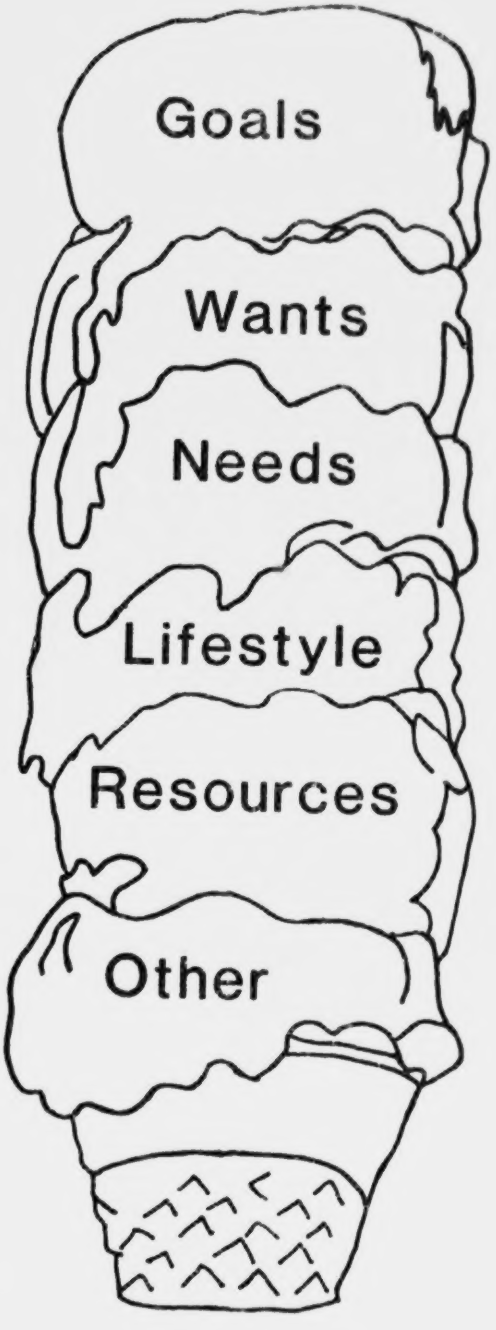
MONEY HAS NO LEGS, BUT IT RUNS.

-JAPANESE PROVERB

THE REAL PRICE OF EVERYTHING IS THE TOIL AND TROUBLE OF ACQUIRING IT.

-ADAM SMITH

INFLUENCES ON SPENDING


Goals
Wants
Needs
Lifestyle
Resources
Other

APPENDIX O

PAST AND PRESENT

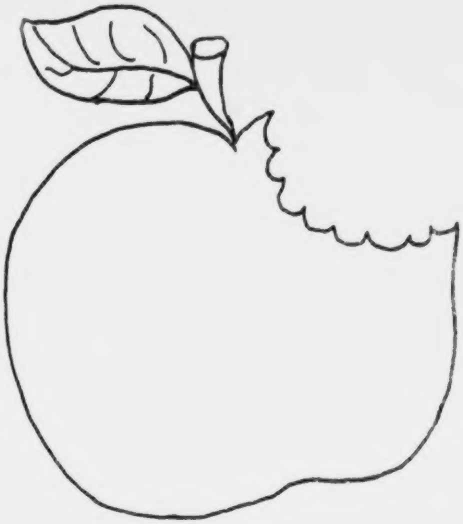
Directions:

In the apple on the left, list what you considered the finest treat when you were young. In the apple on the right, list what you consider a fine treat today.

FINEST TREAT

VERY YOUNG

TEENAGER



Have your desires (wants) changed over the years?____________________

If so, when and why?____

____

Do you think they will continue to change?__________________________

Why?____

____

____

APPENDIX P

BUDGETING DECISIONS

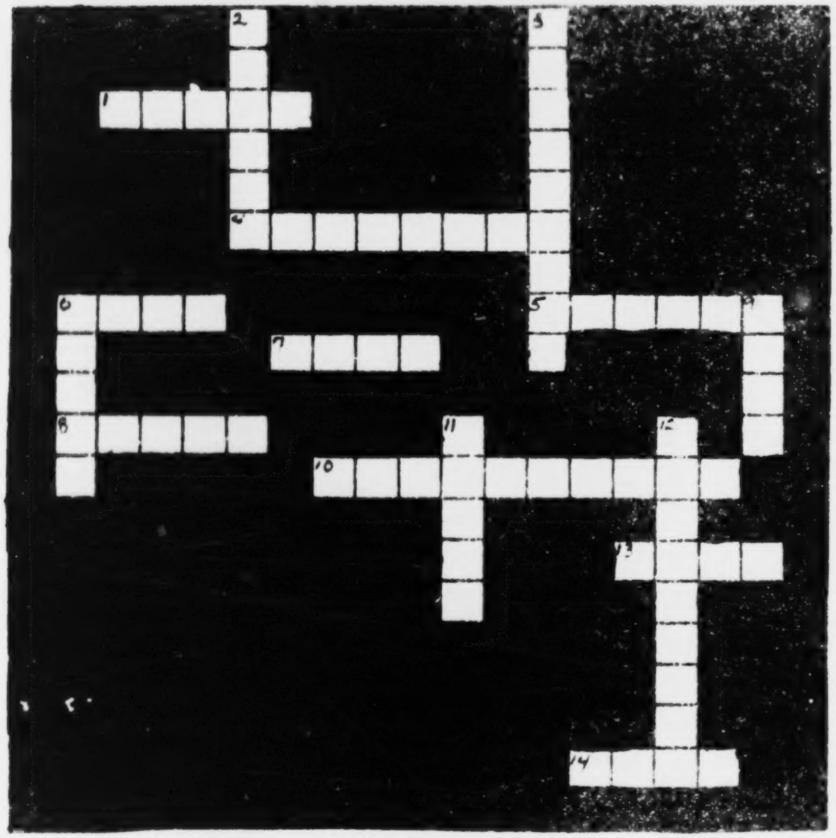
John's goal was to purchase a new baseball glove. The glove he wants costs $38.00. He wanted to save $5.00 each week toward the purchase of his new glove. John's weekly budget is listed below.

WEEKLY BUDGET					
EARNINGS			EXPENSES		
Newspaper Route	$ 8	00	Savings	$ 5	00
Washing Cars	4	00	Entertainment	8	00
Cutting Grass	6	00	Snacks	5	00
	$18	00		$18	00

1. What is the total of John's earnings for one week? ____________________
2. How did John earn the greatest amount of money? ____________________
   ____
3. How many weeks would John need to save his money to purchase the glove? ____
4. What other alternatives might John have used to purchase his glove?
   ____

APPENDIX Q

BUDGETING



ACROSS

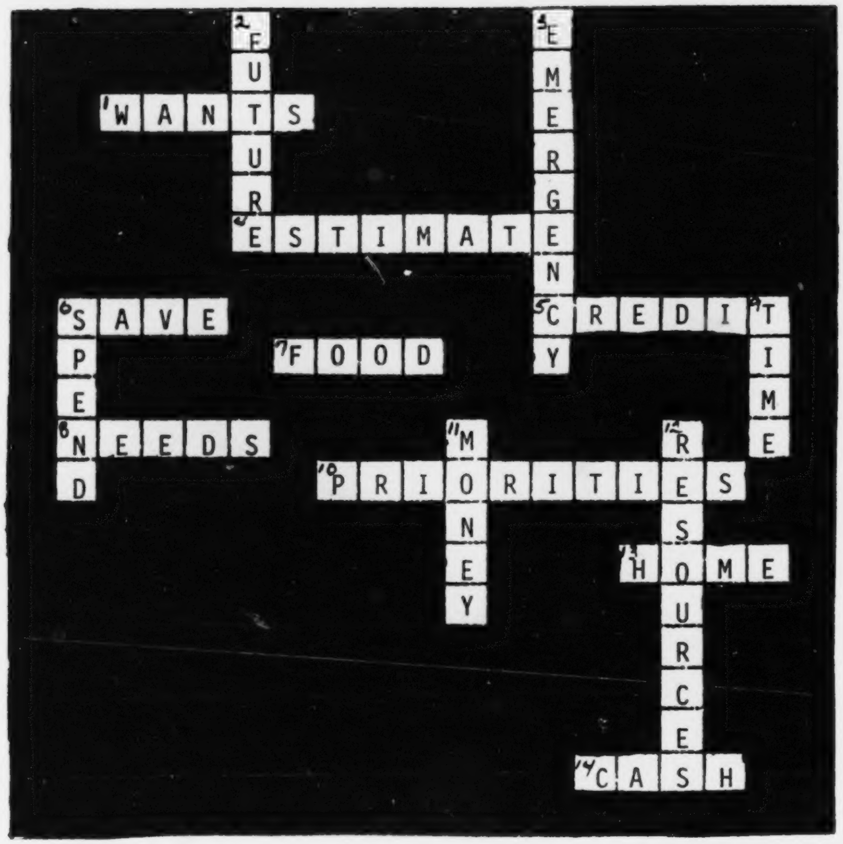
1. Things you like to have
4. Amount you think you will need
5. Overuse of this can cause money problems
6. To keep some money each month
7. One of the most important needs
8. Things that are necessary
10. Putting things in order
13. To own one's ______ is a long-term goal
14. Best way to pay for food and clothing

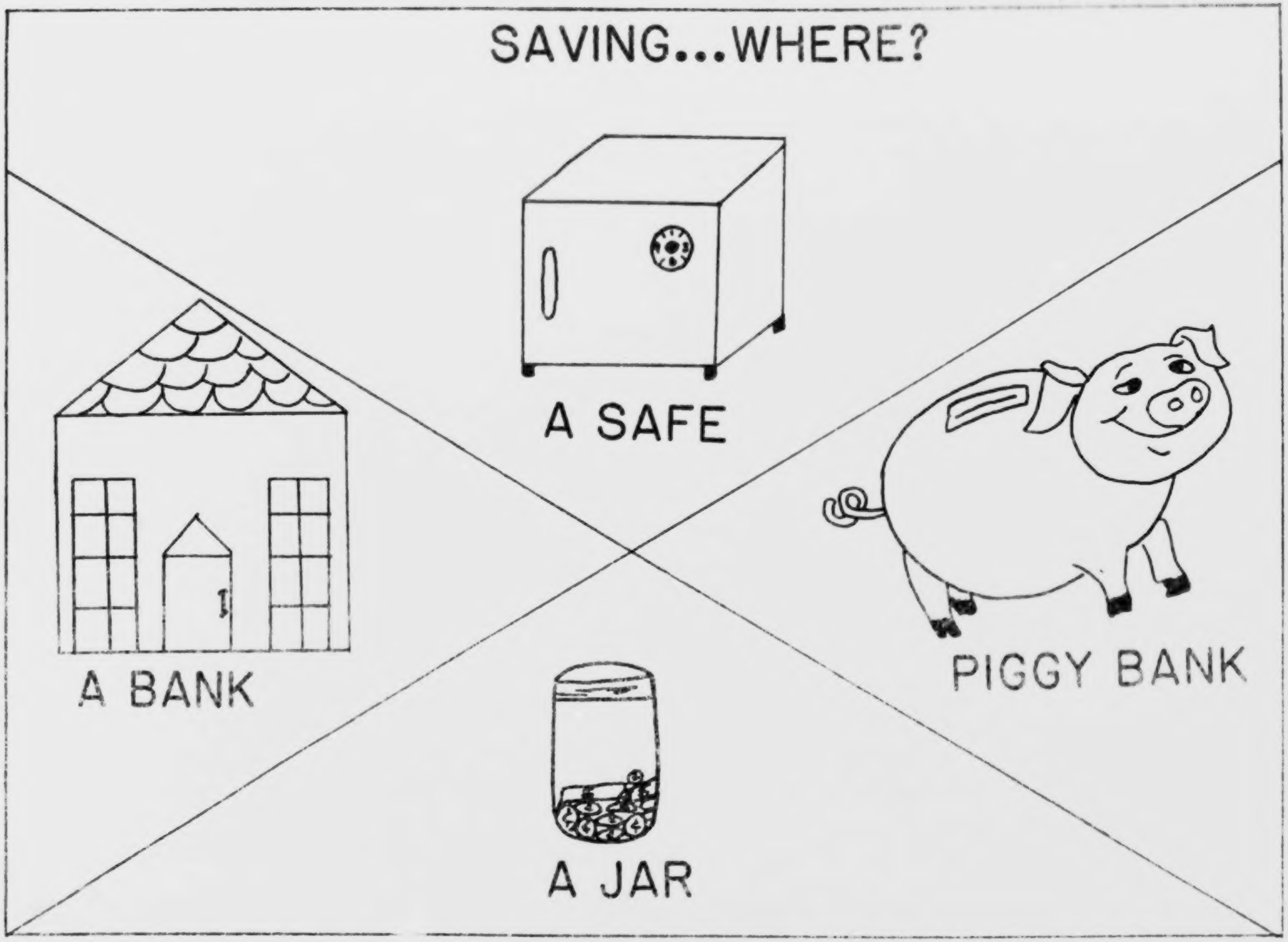
DOWN

2. Plan ahead for a happy _____
3. Extra money for unplanned events
6. Do this only when you can afford it
9. Some goals change with _____
11. Primary resource
12. Things used to obtain goals

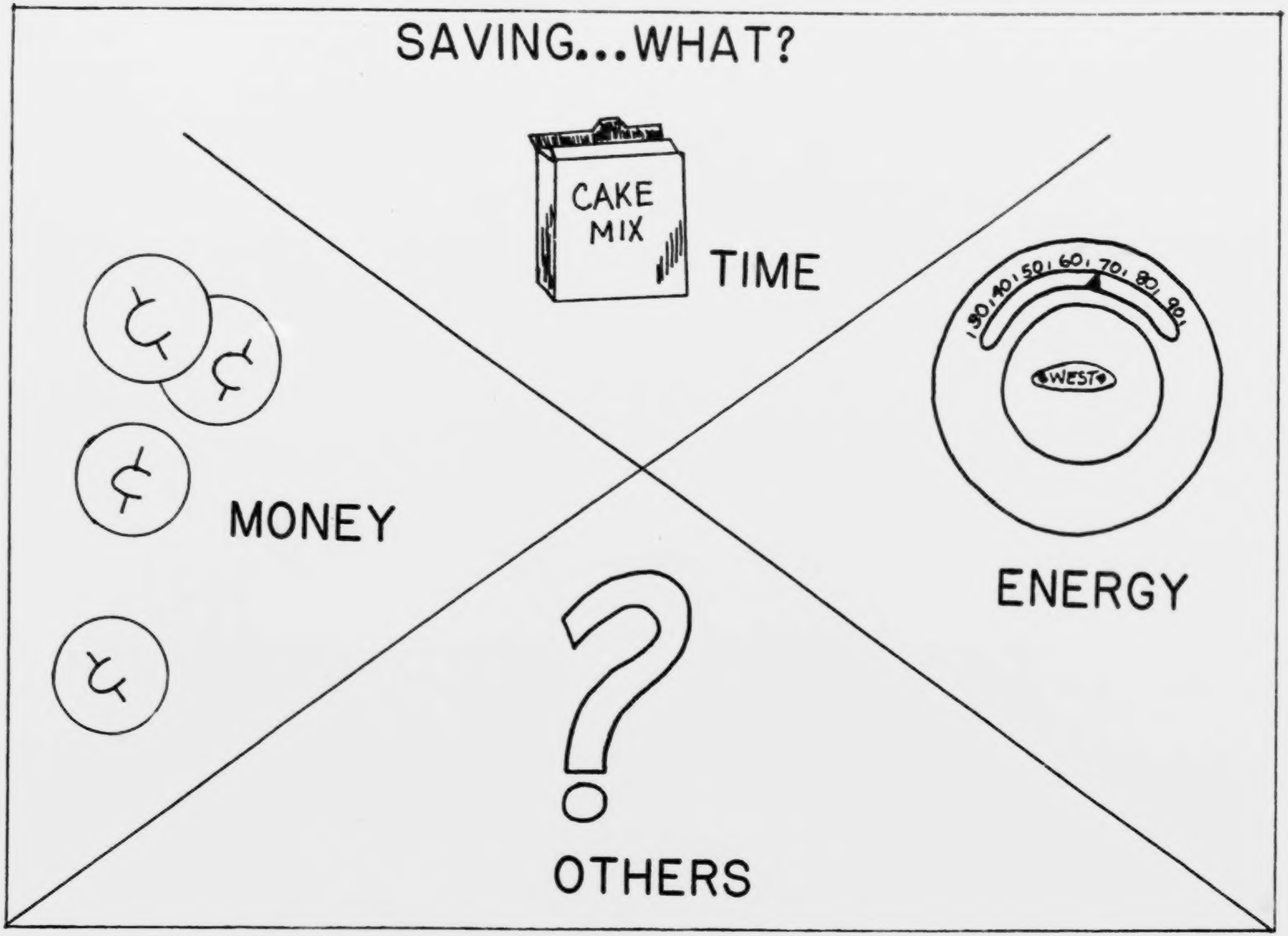
APPENDIX Q

ANSWER KEY

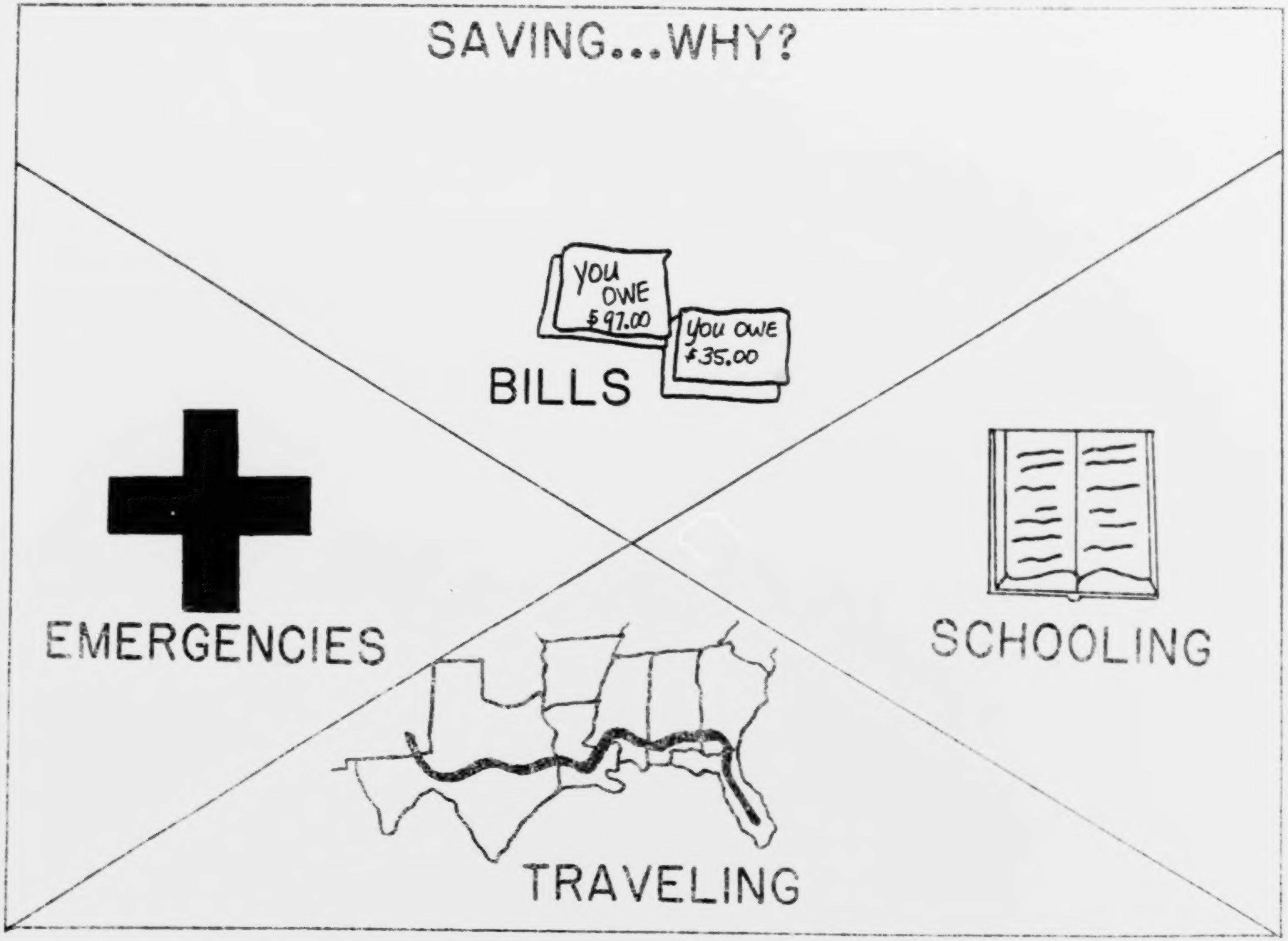

1 WANTS
2 FUTURE
3 ESTIMATE
4 EMERGENCY
5 CREDIT
6 SAVE
6 SPEND
7 FOOD
8 NEEDS
9 TIME
10 PRIORITIES
11 MONEY
12 RESOURCE
13 HOME
14 CASH


SAVING...WHERE?

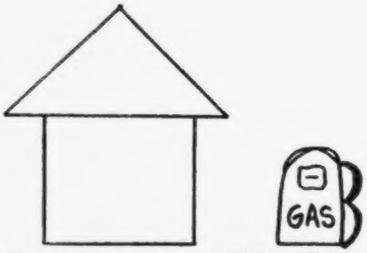
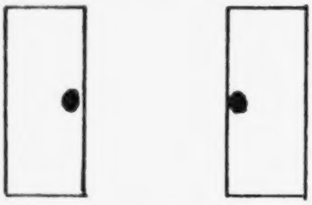
A SAFE
A BANK
PIGGY BANK
A JAR


SAVING...WHAT?
CAKE MIX
TIME
MONEY
130 40 50 60 70 80 90
WEST
ENERGY
OTHERS

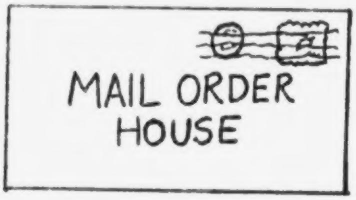
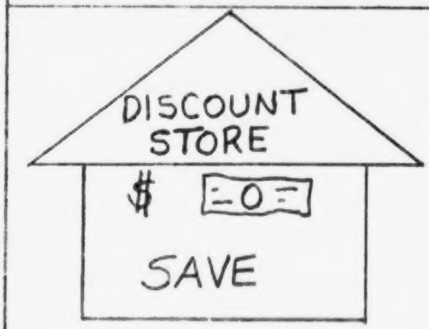
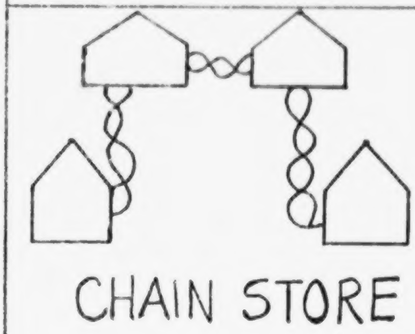
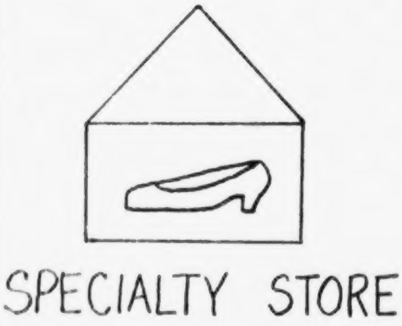
APPENDIX R


SAVING...WHY?
you OWE $97.00
you OWE $35.00
BILLS
EMERGENCIES
SCHOOLING
TRAVELING

APPENDIX S

WHERE TO PURCHASE	SERVICES PROVIDED BY STORES
DEPARTMENT STORE shoes housewares furniture clothes	
 CONVENIENCE STORE	
DOOR-TO-DOOR  SALES	
TELEPHONE SALES	

APPENDIX S

WHERE TO PURCHASE	SERVICES PROVIDED BY STORES
 MAIL ORDER HOUSE	
 DISCOUNT STORE $ SAVE	
 CHAIN STORE	
 SPECIALTY STORE	

APPENDIX T

PLACES TO SHOP

Directions:

Read the jingles below about places to shop. In the blank, write the types of store described by the jingle.

1. The "Cheap Barn" is the place to shop.
Sales and bargains are everywhere.
If you shop here often,
The prices are quite fair.

2. Saving time is important to me,
So I often shop from magazines.
But when my order arrives,
It's not exactly what I'd seen.

3. At this shopping spot
There is a lot to be found.
All you have to do
Is just look around.

4. When the doorbell rang,
I was up in a flash.
The product was neat
But now I owe them cash.

5. This store in the neighborhood
Has candy, books, and gas.
But you can't shop here often
Because your bill will add up fast.

6. You can find many items here
Like shoes, clothes, dishes, and plants.
If you leave without buying,
It's because you missed the chance.

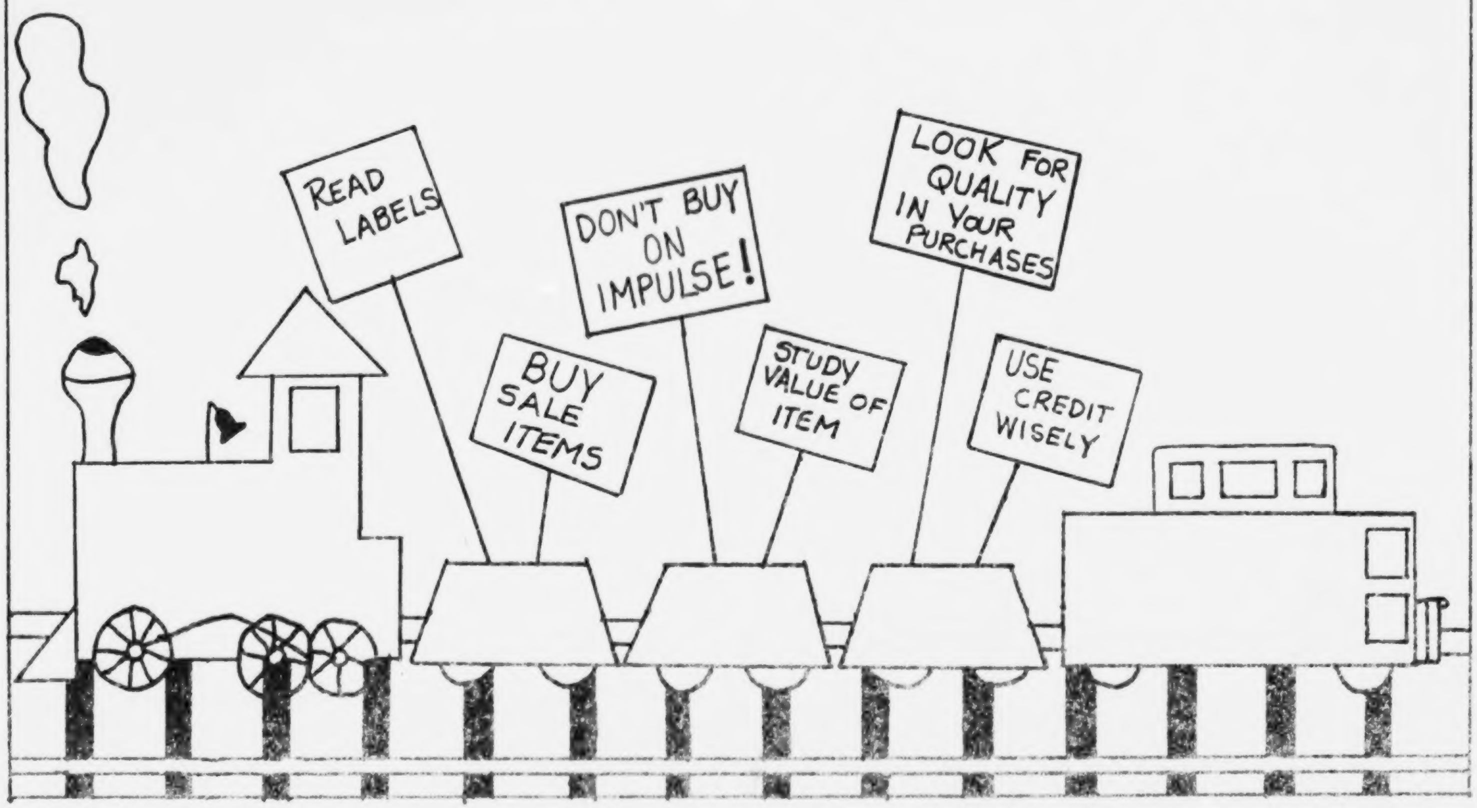
7. This place of shopping
Offers one type of merchandise.
The people here are helpful,
But you may have to pay a high price.

APPENDIX T

ANSWER KEY

1. Discount Store
2. Mail Order
3. Variety Store
4. Door-to-Door Sales
5. Convenient Store
6. Department Store
7. Specialty Store

STAY ON TRACK--SHOP WISELY

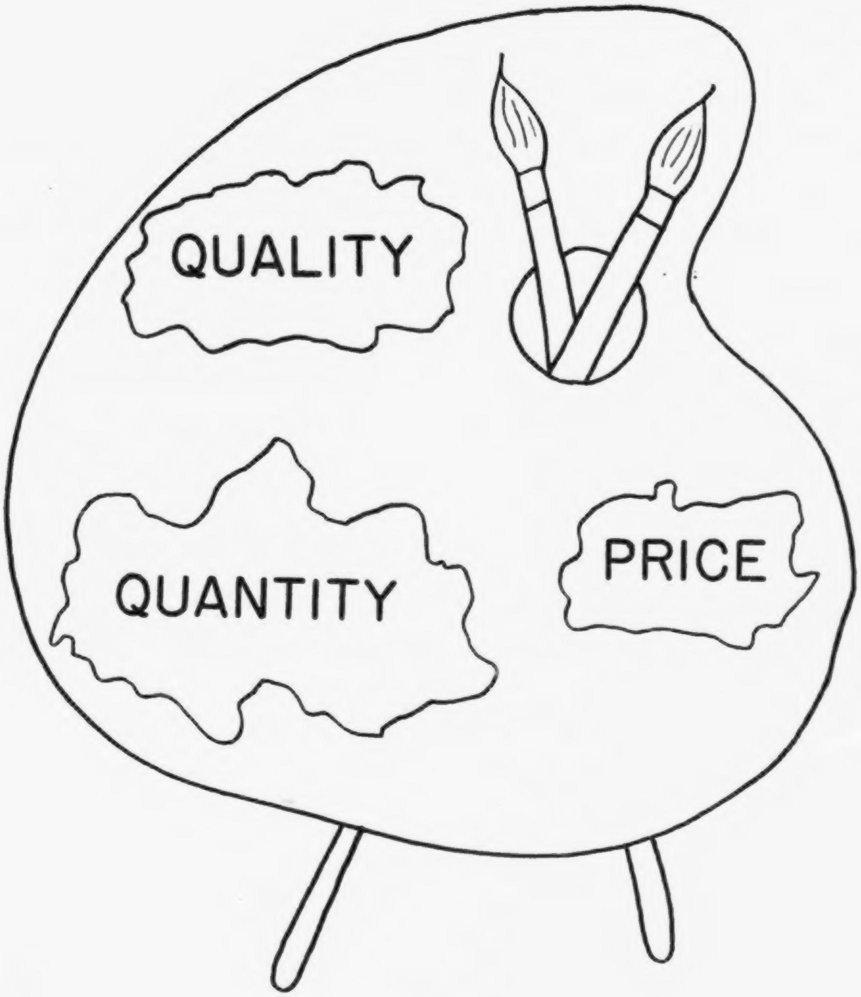

READ LABELS
BUY SALE ITEMS
DON'T BUY ON IMPULSE!
STUDY VALUE OF ITEM
LOOK FOR QUALITY IN YOUR PURCHASES
USE CREDIT WISELY

APPENDIX V

MONTHLY SALES

JANUARY .Storewide pre-inventory sales .Post-holiday clearances	**FEBRUARY** .Washington and Lincoln birthday sales .Final winter clearances	**MARCH** .Store anniversary sales .Special purchase sales
APRIL .Spring clothing sales	**MAY** .Memorial Day sales	**JUNE** .Summer sportswear sales
JULY .Summer clearances .After-Fourth-of-July sales	**AUGUST** .Car clearances .Back-to-school sales .Last storewide clearances	**SEPTEMBER** .Labor Day sales .Home improvement sales .Season ticket offers for entertainment
OCTOBER .Columbus Day sales	**NOVEMBER** .Election Day sales .Thanksgiving Day sales	**DECEMBER** .Day-before-holiday markdowns .After-holiday clearances

THE ART OF BUYING


QUALITY
QUANTITY
PRICE

APPENDIX X

ADVERTISING OPINIONS

Directions:

How do you feel about advertising? Check the response that best indicates your feelings toward advertising. Discuss.

ADVERTISING:	YES	NO	NO OPINION
1. Helps to increase sales of a product.			
2. Can influence a consumer without the consumer being aware of it.			
3. Often provides objective information.			
4. Creates wants.			
5. Has no useful purpose for consumers.			
6. Stresses insignificant differences among products.			

APPENDIX Y

EVALUATING ADVERTISING

Directions:

View television for one hour. Answer the following questions.

1. What is the name of the program?______________________________

2. At what time did you view this program?_________________________

3. How many commercials were shown during this program?____________

4. What products were advertised?__________________________________
____

5. Were any commercials repeated?__________________________________

6. What type of advertising was used in each commercial?_____________
____
____
____
____
____

7. Which advertisement was most effective? Why?____________________
____
____
____
____
____

APPENDIX Z

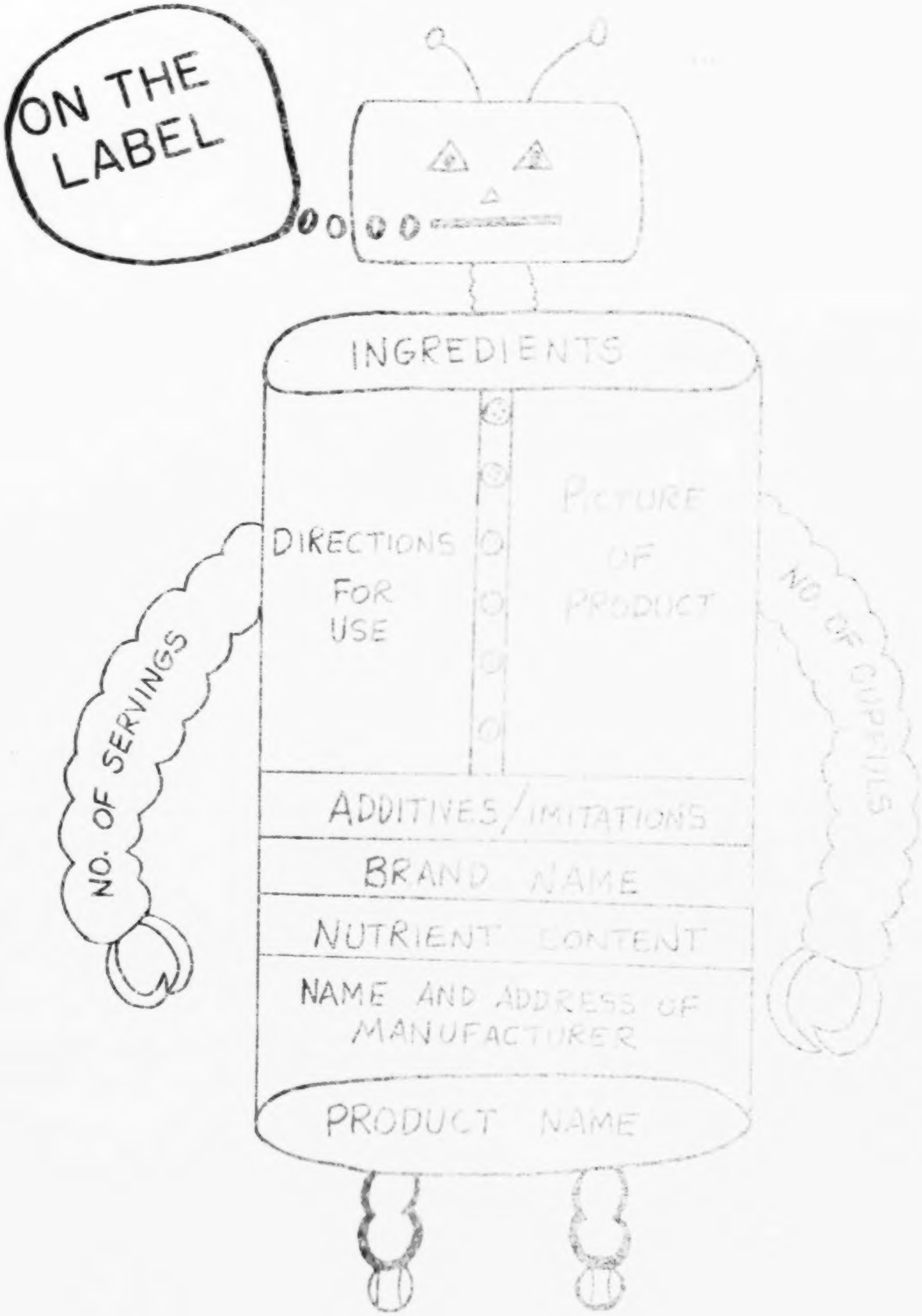
YOU SHOULD BE IN PICTURES

Directions:

In a group, develop a consumer product and a television commercial to advertise your product. Role play commercial.

APPENDIX AA

ON THE LABEL


ON THE LABEL
INGREDIENTS
DIRECTIONS FOR USE
PICTURE OF PRODUCT
NO. OF SERVINGS
NO. OF CUPFULS
ADDITIVES/IMITATIONS
BRAND NAME
NUTRIENT CONTENT
NAME AND ADDRESS OF MANUFACTURER
PRODUCT NAME

APPENDIX BB

READING A LABEL

Directions:

Using a food label, answer the following questions.

1. What is the brand name? ____________________

2. What is the common name of the product? ____________________

3. What is the type of product? ____________________

4. What is the net weight? ____________________

5. Does this product label contain nutritional information? __________

6. Does this product contain any additives or preservatives? __________

7. Are serving instructions provided on the label? __________

8. Does this label include a Universal Product Code symbol? __________

9. What ingredient is contained in the greatest quantity in this product? ____________________

10. What is the name of the manufacturer/distributor and the company's address?
    ____
    ____
    ____

11. List four things found on the front of the label.
    ____________, ____________, ____________, ____________.

HANGTAG INFORMATION

MANUFACTURER

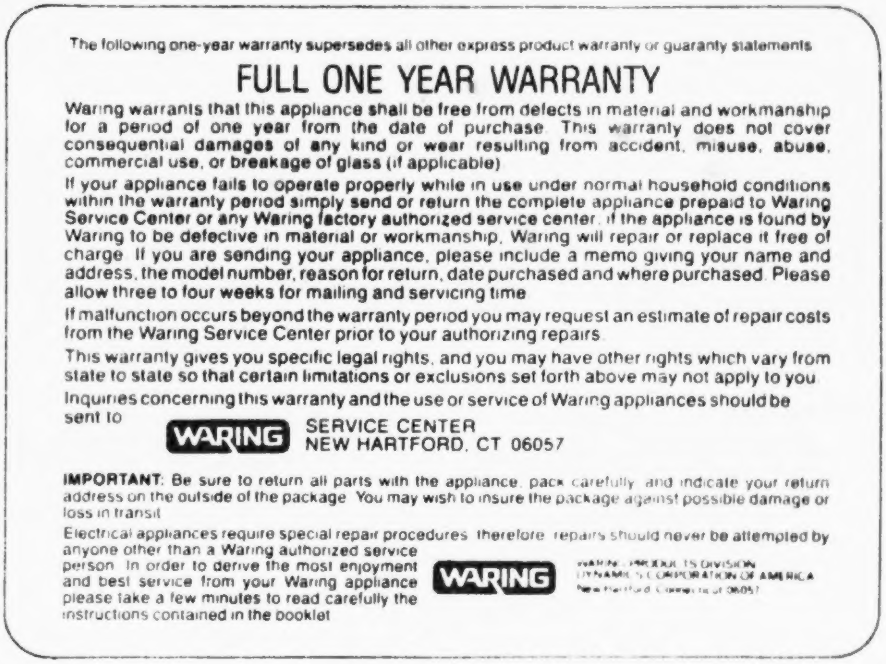
FINISH

BRAND

FIBER CONTENT

CARE

APPENDIX DD



The following one-year warranty supersedes all other express product warranty or guaranty statements

FULL ONE YEAR WARRANTY

Waring warrants that this appliance **shall be free** from defects in material and workmanship for a period of one year from the date of purchase. This warranty does not cover consequential **damages** of any kind or wear resulting from accident, misuse, abuse, commercial use, or **breakage of glass** (if applicable)

If your appliance fails to operate properly while in use under normal household conditions within the warranty period simply send or return the complete appliance prepaid to Waring Service Center or any Waring factory authorized service center. If the appliance is found by Waring to be defective in material or workmanship, Waring will repair or replace it free of charge. If you are sending your appliance, please include a memo giving your name and address, the model number, reason for return, date purchased and where purchased. Please allow three to four weeks for mailing and servicing time

If malfunction occurs beyond the warranty period you may request an estimate of repair costs from the Waring Service Center prior to your authorizing repairs.

This warranty gives you specific legal rights, and you may have other rights which vary from state to state so that certain limitations or exclusions set forth above may not apply to you

Inquiries concerning this warranty and the use or service of Waring appliances should be sent to

WARING SERVICE CENTER
NEW HARTFORD, CT 06057

IMPORTANT: Be sure to return all parts with the appliance, pack carefully and indicate your return address on the outside of the package. You may wish to insure the package against possible damage or loss in transit

Electrical appliances require special repair procedures, therefore, repairs should never be attempted by anyone other than a Waring authorized service person. In order to derive the most enjoyment and best service from your Waring appliance please take a few minutes to read carefully the instructions contained in the booklet

WARING

WARING PRODUCTS DIVISION
DYNAMICS CORPORATION OF AMERICA
New Hartford, Connecticut 06057

1. Who offers the warranty? ____________________
   What is the service address of this company? ____________________
   ____

2. When does the warranty begin? ____________________
   When does it end? ____________________

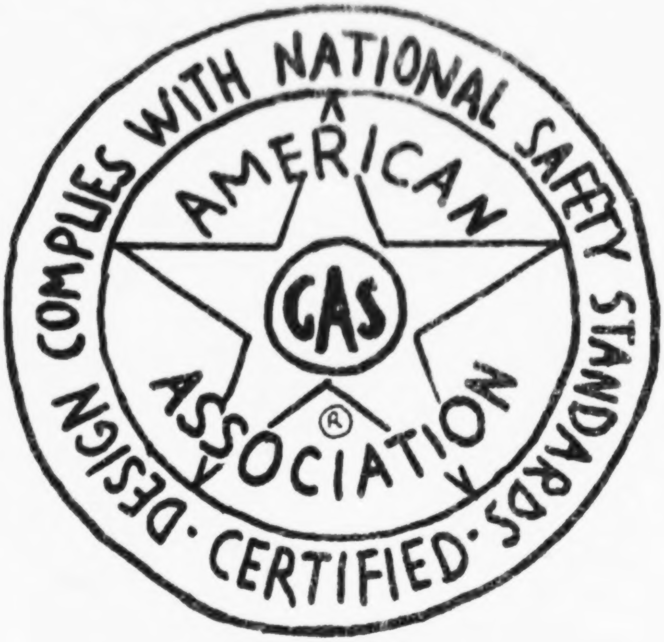
3. What does the warranty cover? ____________________
   ____
   What is not covered by the warranty? ____________________
   ____

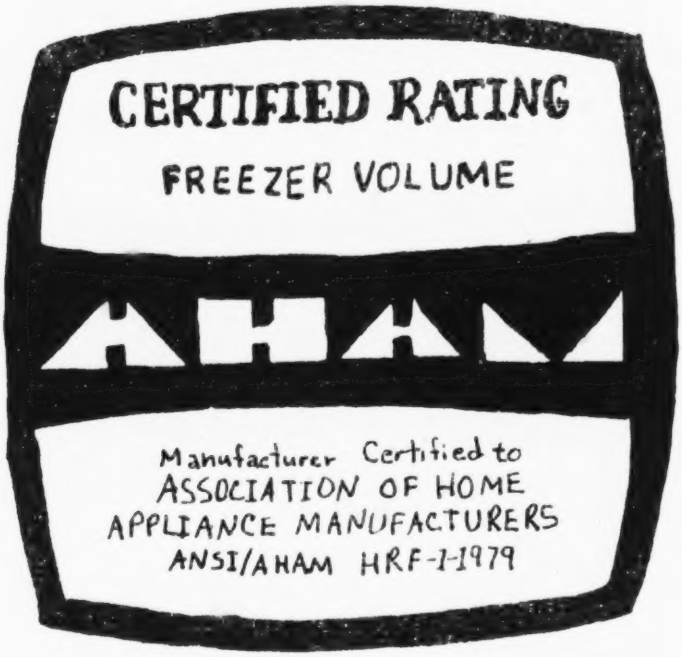
4. What does the company advise consumers to do in order to become more familiar with the product? ____________________

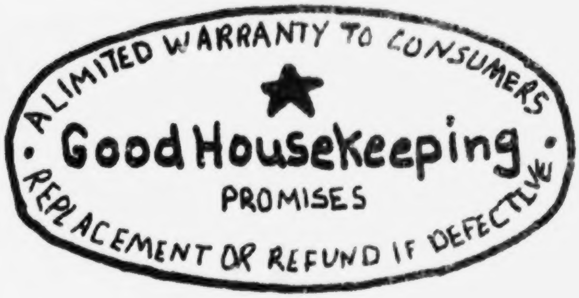
5. What does the consumer have to do if the product malfunctions within the warranty period? ____________________
   ____

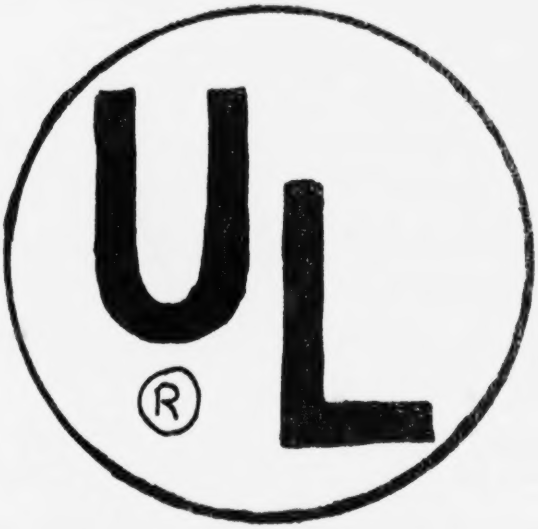
6. What should the consumer do if the product malfunctions after the warranteed period? ____________________
   ____

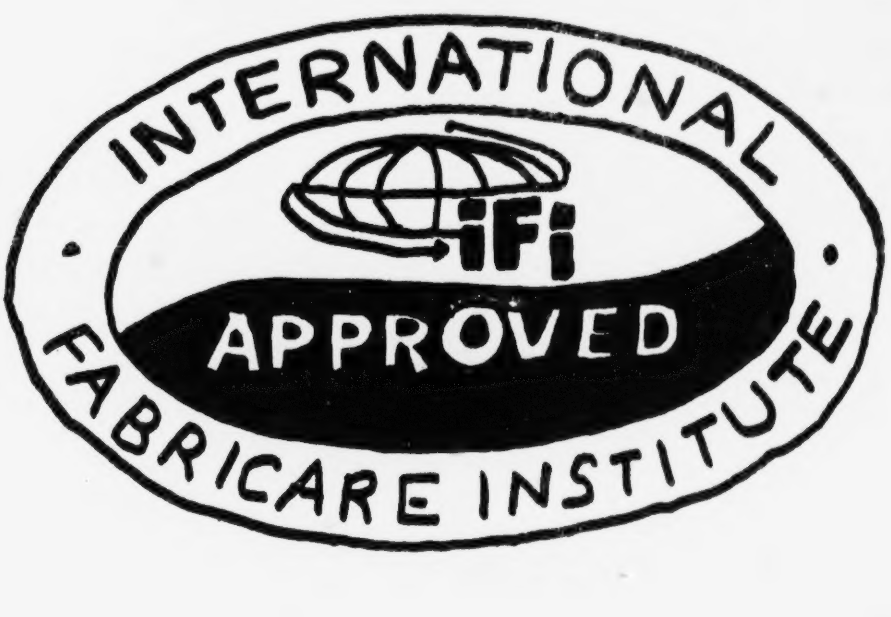
SEALS OF APPROVAL


DESIGN COMPLIES WITH NATIONAL SAFETY STANDARDS
AMERICAN
GAS
ASSOCIATION
®
CERTIFIED


CERTIFIED RATING
FREEZER VOLUME
AHAM
Manufacturer Certified to
ASSOCIATION OF HOME
APPLIANCE MANUFACTURERS
ANSI/AHAM HRF-1-1979


A LIMITED WARRANTY TO CONSUMERS
Good Housekeeping
PROMISES
REPLACEMENT OR REFUND IF DEFECTIVE


UL
®


INTERNATIONAL
iFi
APPROVED
FABRICARE INSTITUTE

APPENDIX FF

COMPARISON SHOPPING

Directions:

Select one food item. Compare prices of four brands of the item at the same store. Compare price of same size container for each brand.

Name of Store: ____________________________

Item: ____________________ Size: ___________

	Brand Name	Price	Is Label Attractive	List First Three Ingredients
1.				
2.				
3.				
4.				

Which brand would be the best buy? ____________________________

What factor(s) should influence this decision? ____________________________

APPENDIX GG

BUYING CLOTHING

```
B B X D P V Z G S O Y C H V L H J K Z Q Y V R S W G V I
X N F Y X B K M L P D Z Q F W M X X K D E Q W J W G S W
V A X T K D T F E R F K H U U T D B K C O L L O I O C U
Y Q R P A E A E K S D A Z V S Z Z I B G J V M J P Q R A
J U E I S C K D F M E S O O L V K F Y K G Q W N L X P L
E W A E J P O S R A E H K P V V V J E E E Z L D R P F N
O Q S C U V L L R G H S T Q B K Z L K D E L B E E V Y T
R F R E L E H O O E A S G O V R I J N F U J M A N T T Y
V M S R B O U K G R W U A S L T B K J J Y E R D L X V P
K W P A L S N J Z E S U X F A C Q W R D U A Q S R B U Y
F F L W W F P G E A N H G S M M A Z O Q N X E N Y E D X
D I S D Q R Y Q H G I A R Z S D K X W C A X G K I S B K
G K X G K R K F H P R E V Q Q I Q P E U S T Z N G T J Y
Z R N G N P D C C L V O C M X E T M V E W I M O N B T E
X O E O F T E N A A H U J X F V I E E S J V A N I M C L
W L E D Z K O N C R S W U T M J Q Q K K L Q P J S J E K
C I D X U T I O N V E H Y R B Q G D D C O Q A L I K N L
V I S B P D E V G F E A B T G C F N D M O X U D T S Y E
G Z S A W F V L F X Z V R A I Z T L W C U A J V R W G J
U S C A F I Y W A N P U S W B L I F A V D N R E E G F H
H S P H B T N I K S V S J N B W A W V R U E N F V U T W
K K R C J C U V B J K N Y I L T Y U E Y E I I F D R N V
L H R W E B Q K X C J Q F C E A K W Q L O V B I A W P X
A A H W T I O V C N E R Y R O T N E V N I F E M Q A E V
S T X C V L F M H F V H D T D X N E X S Q T X S A Z T L
F G L D X L R X N K S S P T I G H T C N T O K B W P M G
X D U D N L J P V O L N Z L C M K P I S E P K R C L I S
K Q G A Q O K O A C U T R B H S B B M G Q O L I A T Y A
```

THERE ARE 25 WORDS HERE - CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

ADVERTISING
APPEARANCE
BASIC
BEST
BILL
CARE
CASH
CLOTHES
COLORS
FIT
INVENTORY
LABELS
LONG
LOOSE
NEEDS
OFTEN
QUALITY
RECEIPT
SALE
SEVERAL
SKIN
TIGHT
TOP
UPKEEP
VERSATILE

APPENDIX GG

ANSWER KEY

B	B	X	D	P	V	Z	G	S	O	Y	C	H	V	L	H	J	K	Z	Q	Y	V	R	S	W	G	V	I
X	N	F	Y	X	B	K	M	L	P	D	Z	Q	F	W	M	X	X	K	D	E	Q	W	J	W	G	S	W
V	A	X	T	K	D	T	F	E	R	F	K	H	U	U	T	D	B	K	C	O	L	L	O	I	O	C	U
Y	Q	R	P	A	E	A	E	K	S	D	A	Z	V	S	Z	Z	I	B	G	J	V	M	J	P	Q	R	A
J	U	E	I	S	C	K	D	F	M	E	S	O	O	L	V	K	F	Y	K	G	Q	W	N	L	X	P	L
E	W	A	E	J	P	O	S	R	A	E	H	K	P	V	V	V	J	E	E	E	Z	L	D	R	P	F	N
O	Q	S	C	U	V	L	L	R	G	H	S	T	Q	B	K	Z	L	K	D	E	L	B	E	E	V	Y	T
R	F	R	E	L	E	H	O	U	E	A	S	G	O	V	R	I	J	N	P	U	J	M	A	N	T	T	Y
V	M	S	R	B	O	U	K	G	R	W	U	A	S	L	T	B	K	J	J	Y	E	R	D	L	X	V	P
K	W	P	A	L	S	N	J	Z	E	S	U	X	F	A	C	Q	W	R	D	U	A	Q	S	R	B	U	P
F	P	L	W	W	F	P	G	E	A	N	H	G	S	M	M	A	Z	Q	Q	N	X	E	N	Y	E	D	K
D	I	S	D	Q	R	Y	Q	H	G	I	A	R	Z	S	D	K	X	W	C	A	X	G	K	B	S	B	K
G	K	X	G	K	R	K	F	H	R	R	E	V	Q	Q	I	Q	P	E	U	S	T	Z	N	G	T	J	Y
Z	R	N	G	N	P	D	C	C	L	V	D	C	M	X	E	T	M	V	E	W	I	M	O	N	B	T	E
X	O	E	O	F	T	E	N	A	A	H	U	J	X	F	V	I	E	E	S	J	V	A	N	I	M	C	L
W	L	E	D	Z	K	O	N	G	R	S	W	U	T	M	J	Q	Q	K	K	L	Q	P	J	S	J	E	K
C	I	D	X	U	T	I	O	N	V	E	H	Y	R	B	Q	G	D	D	C	O	Q	A	L	I	K	N	L
V	I	S	B	P	D	E	V	G	F	E	A	B	T	G	C	F	N	D	M	O	X	U	D	T	S	Y	E
G	Z	S	A	W	F	V	L	F	X	Z	V	R	A	I	Z	T	L	W	C	U	A	J	V	R	W	G	J
U	S	C	A	F	I	Y	W	A	N	P	U	S	W	B	L	I	F	A	V	D	N	R	E	E	G	F	H
H	S	P	M	B	T	N	I	K	S	V	S	J	N	B	W	A	W	V	R	U	E	N	F	V	U	T	W
K	K	R	C	J	C	U	V	B	J	K	N	Y	I	L	T	Y	U	E	Y	E	I	I	B	D	R	N	V
L	H	R	W	E	B	Q	K	X	C	J	Q	F	C	E	A	K	W	Q	L	O	V	B	I	A	W	P	X
A	A	H	W	T	I	O	V	C	N	E	R	Y	R	O	T	N	E	V	N	I	F	E	M	Q	A	E	V
S	T	X	C	V	L	F	M	H	F	V	H	D	T	D	X	N	E	X	S	Q	T	X	S	A	Z	T	L
R	G	L	D	X	L	R	X	N	K	S	S	P	T	I	G	H	T	C	N	T	O	K	B	W	P	M	G
X	D	U	D	N	L	J	P	V	O	L	N	Z	L	C	M	K	P	I	S	E	P	K	R	C	L	I	S
K	Q	G	A	Q	O	K	O	A	C	U	T	R	B	H	S	B	B	M	G	Q	D	L	I	A	T	Y	A

APPENDIX HH

SHOPLIFTING SURVEY

Directions:

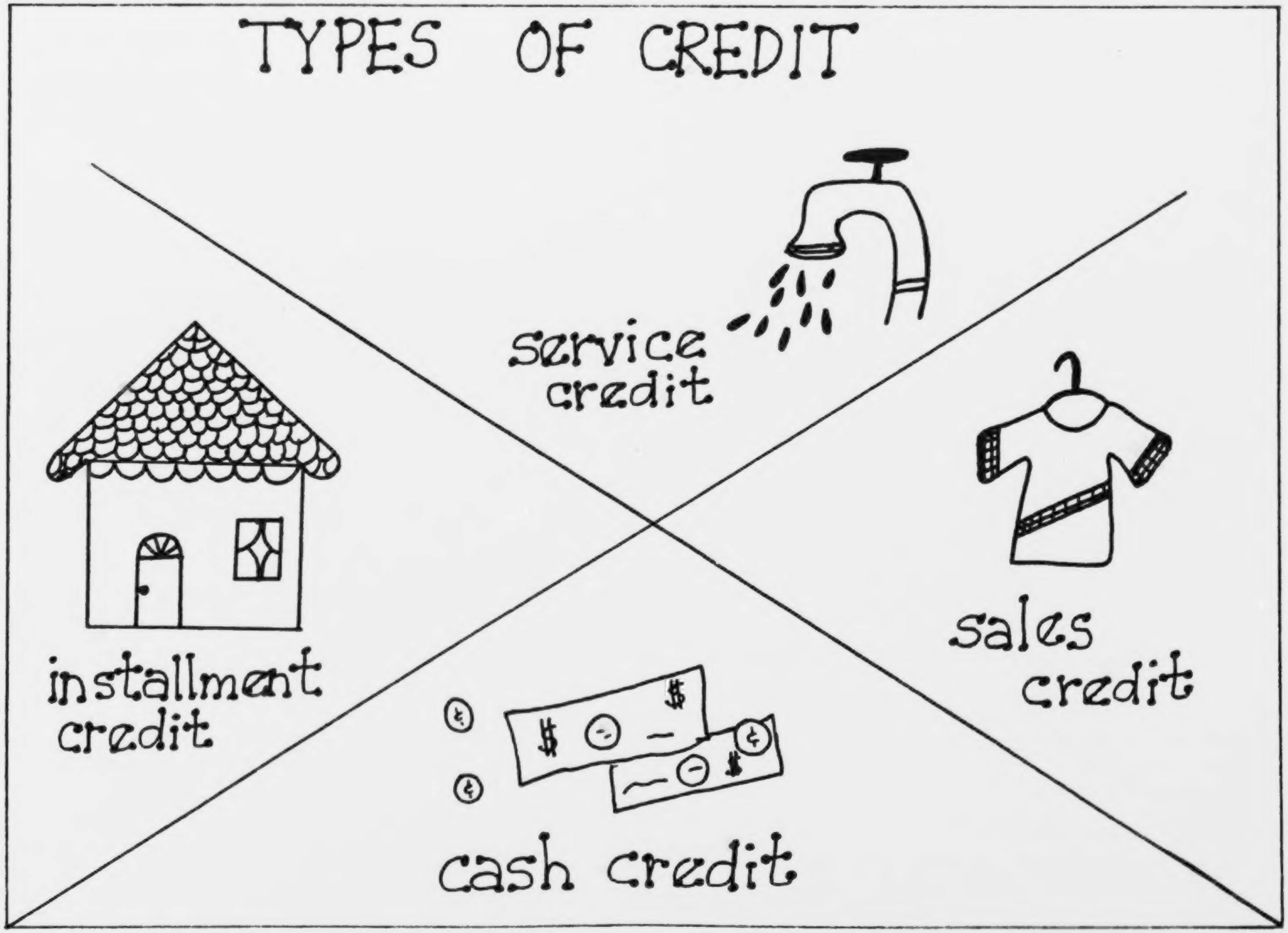
The questions below are intended to check your feelings about shoplifting. Indicate your opinion of each question by checking the best answer.

1. About how many of your friends shoplift?
    _____ None
    _____ Few
    _____ Several
    _____ Many

2. Among teenagers in general, how would you rate the incidence of shoplifting?
    _____ High
    _____ Low

3. In your opinion, who shoplifts more often?
    _____ Boys
    _____ Girls

4. How should shoplifters be punished?
    _____ Warning
    _____ Probation
    _____ Fine
    _____ Parents sued for cost



TYPES OF CREDIT

service credit
installment credit
sales credit
cash credit

APPENDIX JJ

GUIDELINES FOR USING CREDIT

1. Check different sources and types.

2. Decide if the item is really worth buying on credit.

3. Borrow the smallest amount possible.

4. Read contract before signing.

APPENDIX KK

PRIMARY BANK SERVICES

ACCEPTING AND SAFEGUARDING YOUR MONEY UNTIL NEEDED

MAKING SOUND LOANS

TRANSFERRING OF FUNDS

SUPPLEMENTARY BANK SERVICES

SPECIAL SAVINGS ACCOUNTS

SAFE-DEPOSIT BOXES

TRAVELERS CHECKS

TRUST SERVICES

BONDS-- PURCHASE AND REDEMPTION

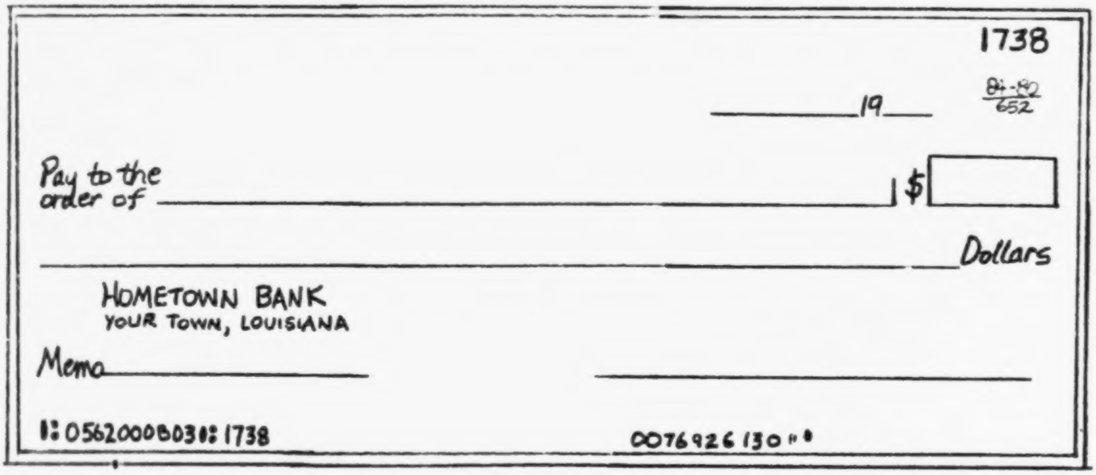
COIN AND CURRENCY SERVICES

BANKING BY MAIL

AUTOMATED EQUIPMENT

APPENDIX LL

Writing a Check



1738

_________ 19___ $\frac{84-80}{652}$

Pay to the order of ____________________________ $ ☐

____ Dollars

HOMETOWN BANK
YOUR TOWN, LOUISIANA

Memo____________________ ____________________

⑆0562000803⑆ 1738 0076926130⑈

Directions: Fill out the check with the following information:

Date	Today's date
To	Jim's Department Store
For	Jeans
Amount	$36.28

UNIT TEST

CONSUMER EDUCATION

PART I: MATCHING

Directions: Match each word in Column A with the phrase in Column B that best describes it. Write the letter of the answer in the space provided.

COLUMN A

_____ 1. Drawer
_____ 2. Balance
_____ 3. Demand deposit
_____ 4. Deposit slip
_____ 5. Time deposit
_____ 6. Endorser
_____ 7. Savings account
_____ 8. Service charge
_____ 9. Canceled check
_____ 10. Check stub
_____ 11. Checking account
_____ 12. Withdrawal
_____ 13. Certified check
_____ 14. Outstanding check
_____ 15. Check

COLUMN B

A. draws interest
B. money taken out of an account
C. amount of deposit in an account
D. check that has been paid by the bank
E. form on which depositor lists deposits to an account
F. check written but not yet paid by the bank
G. person who signs the check
H. person who signs the back of the check
I. written order to the bank to pay the person or business specified
J. an account which provides a safe and convenient way to handle money
K. money put into a savings account
L. money put into a checking account
M. fee the bank charges for checking account service
N. personal check drawn by a depositor on which the bank writes or stamps a certification that guarantees its payment
O. used for keeping a record of checking account transactions

PART II: TRUE-FALSE

Directions: In the blank provided to the left of each statement, write "T" if the statement is TRUE, write "F" if the statement is FALSE.

______ 1. A seal of approval is a unique symbol or mark registered with the federal government used to identify a product.

______ 2. A need is any item one is unable to do without.

______ 3. Spending is influenced by your values and goals.

______ 4. A car is one of the most important needs.

______ 5. It is important for consumers and business people to communicate to solve problems.

______ 6. Consumer responsibilities are one's obligations or duties as a consumer.

______ 7. If you plan and write a budget, you will save money.

______ 8. Fixed and variable expenses should be considered in planning a budget.

______ 9. Credit is handy in emergencies.

______ 10. Credit can lead to overspending.

PART III: MATCHING

Directions: Match each phrase in Column A to the term in Column B that it describes. Write the letter of the answer in the space provided.

COLUMN A

_____ 1. A message designed to persuade people to buy products, services, or goods.
_____ 2. Guidelines for measuring the process toward achieving a goal.
_____ 3. Plastic identification card issued to a person having a charge account.
_____ 4. Tasks or actions performed for the consumer.
_____ 5. Considering available alternatives and determining the best choice.
_____ 6. Ideas, feelings, and beliefs that are important and influence our actions.
_____ 7. Items bought or used by the consumer.
_____ 8. A piece of paper, cloth or metal attached to goods to help identify them.
_____ 9. Rent paid for the use of money.
_____ 10. Any paid form of non-personal information by an independent sponsor to promote goods.
_____ 11. The act of removing merchandise from a store without paying for it.
_____ 12. A user of goods and services.
_____ 13. Offering of goods at reduced prices.
_____ 14. The use of someone else's money.
_____ 15. A measure of value and a medium of exchange.
_____ 16. Aims toward which we work.
_____ 17. All the things used to obtain needs and wants.
_____ 18. Written statement given by a seller or manufacturer that promises repair, replacement, or refund if a product fails to perform as specified at the time of purchase.

COLUMN B

A. Goals
B. Label
C. Guarantee/Warranty
D. Grade
E. Advertising
F. Consumer
G. Goods
H. Values
I. Resources
J. Money
K. Sale
L. Brand
M. Advertisement
N. Services
O. Charge Plate
P. Interest
Q. Standards
R. Decision-making
S. Shoplifting
T. Credit

PART IV: LISTING

Directions: List the answers to the statements in the space provided.

1. List the 3 types of consumer credit.
   a.

   b.

   c.

2. List the 3 C's of credit and explain each.
   a.

   b.

   c.

3. List 2 examples of variable expenses.
   a.

   b.

4. List 5 reasons for saving money.
   a.

   b.

   c.

   d.

   e.

5. List 4 advantages of advertising.
   a.

   b.

   c.

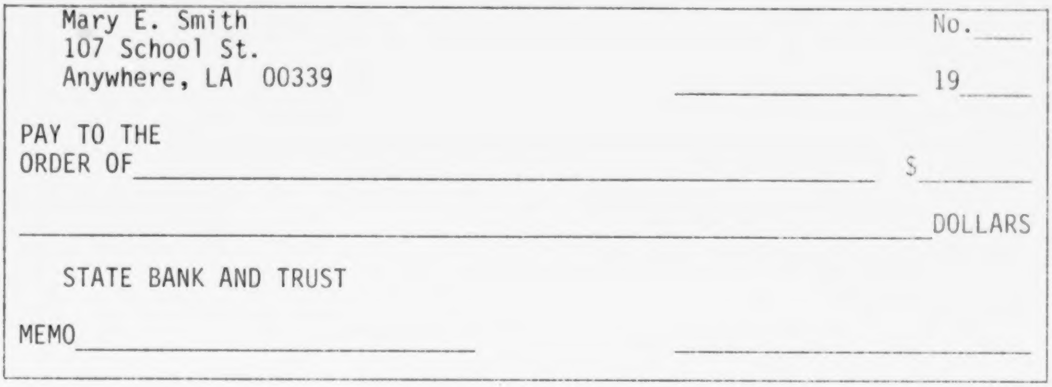
   d.

6. List 2 disadvantages of advertising.
   a.

   b.

PART V: APPLICATION

Directions: Study the diagram below and answer the following questions.



Mary E. Smith
107 School St.
Anywhere, LA 00339

No.____

__________ 19____

PAY TO THE
ORDER OF______________________________ $______

______________________________DOLLARS

STATE BANK AND TRUST

MEMO______________ ______________

1. When was the check written? ____________________

2. What is the check number? ____________________

3. Who wrote the check? ____________________

4. What is the amount of the check? ____________________

5. For what purpose was the check written? ____________________
____

PART VI: DISCUSSION

Directions: Answer the following questions in complete sentences.

1. Name 3 advertising techniques that are used by producers of goods and services and explain the effects of each on the consumer.

2. Name 3 consequences of shoplifting and explain the effects of shoplifting on today's consumer.

3. Explain and discuss 5 reasons for using checks.

4. List and explain the rights and responsibilities of the consumer.

UNIT TEST - ANSWER KEY

CONSUMER EDUCATION

PART I: MATCHING

1. G
2. C
3. L
4. E
5. K
6. H
7. A
8. M
9. D
10. O
11. J
12. B
13. N
14. F
15. I

PART II: TRUE-FALSE

1. F
2. T
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. T

PART III: MATCHING

1. E
2. Q
3. O
4. N
5. R
6. H
7. G
8. B
9. P
10. M
11. S
12. F
13. K
14. T
15. J
16. A
17. I
18. C

PART IV: LISTING

1. a. Installment
   b. Non-installment
   c. Mortgage

2. a. Capacity - financial ability to pay
   b. Capital - net worth of applicant
   c. Character - personal responsibility toward paying bills

3. a. Electricity
   b. Phone
   c. Water
   d. Gas

4. a. Emergencies
   b. retirement
   c. Inheritance
   d. Security
   e. Education

PART IV: LISTING

5. a. Information
   b. Comparison shopping
   c. Competition
   d. Introduce new products

6. a. Increases prices
   b. Persuasive

PART V: APPLICATION

1. October 11, 1983

2. 107

3. Mary E. Smith

4. $53.00

5. Clothes for school

PART VI: DISCUSSION

1. Answers can vary according to class content.

2. Answers can vary according to class content.

3. Answers can vary according to class content.

4. the consumer has the right to safety, to be informed, to choose to be heard, and to redress. Along with these rights, comes certain responsibilities. Every consumer has the responsibility to use products safely, to use information, to choose carefully, to speak up, and to seek redress.

UNIT FOUR

FOOD AND NUTRITION

INTRODUCTION

Nutrition has a great impact on the lives of teenagers. Be aware of the need for good nutrition and its impact upon their lives, now and in the future. This unit focuses on nutrition, food buying and preparation, kitchen equipment, sanitation and safety, and careers. Proper table manners and restaurant etiquette are also emphasized in this unit.

COMPETENCIES

1. Recognize nutrition concepts and evaluate specific dietary needs.
2. Develop efficiency in the use of consumer marketing skills.
3. Demonstrate the ability to plan meals according to specific dietary needs.
4. Demonstrate proper table etiquette.
5. Identify kitchen equipment and describe use and storage.
6. Discuss sanitation and safety practices essential to food preparation.
7. Recognize the importance of energy conservation.
8. Plan, prepare, and serve nutritious foods.
9. Discuss careers in food and nutrition.

GENERAL PERFORMANCE OBJECTIVES

1. Recognize the importance of good nutrition in relation to specific dietary needs.
2. Become aware of the need for using consumer marketing skills.
3. Identify factors involved in planning nutritious meals.
4. Exhibit proper table etiquette.

5. Recognize the importance of proper use and storage of kitchen equipment.

6. Exhibit proper safety and sanitation techniques.

7. List ways to use and conserve various forms of energy in food preparation.

8. Demonstrate the ability to plan, prepare, and serve nutritious foods.

9. Become aware of the available career choices in food and nutrition.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will list the Basic Five Food Groups and evaluate specific dietary needs.

2. Through discussion, students will list ways to improve consumer marketing skills.

3. On a written assignment, students will discuss the factors involved in planning meals.

4. In a project, students will arrange table appointments properly for a given menu.

5. In a laboratory, students will demonstrate the proper use of large and small appliances and kitchen equipment.

6. Through laboratory experience, students will demonstrate proper safety and sanitation practices.

7. Through class activities, students will demonstrate energy conservation practices.

8. Through laboratory experiences, students will plan, prepare, and serve nutritious foods.

9. On a written assignment, students will report on a given career in the area of food and nutrition.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of the food and nutrition unit.

Use the materials in the appendices to enhance the presentation of subject matter in the classroom. Use filmstrips and computer programs to increase students' knowledge of food and nutrition. Utilize laboratory experiences to develop food preparation skills.

SUGGESTED INTEREST APPROACHES

1. Utilize various computer programs related to food and nutrition.
2. Invite a guest speaker to discuss various eating disorders.
3. Demonstrate principles of food preparation.
4. Have students participate in laboratory experiences.
5. Encourage students to participate in FHA's STAR Event, "Student Body."

UNIT OUTLINE

FOOD AND NUTRITION

I. Nutrition

- A. Food facts and functions
    - 1. Basic five food groups
    - 2. Nutrients and functions
    - 3. Nutritional guidelines
- B. Dietary evaluation
    - 1. Daily diet
    - 2. Fad diets and myths
    - 3. Exercise and fitness
    - 4. Dietary needs

II. Consumer practices

- A. Advertising
    - 1. Types
    - 2. Advantages and disadvantages
- B. Food budget
    - 1. Amount to spend
    - 2. Comparison shopping
    - 3. Eating out
        - a. Types of establishments
        - b. Menus
        - c. Etiquette

III. Meal planning

- A. Factors to consider
- B. Table setting
    - 1. Basic terms
    - 2. Principles
    - 3. Decorations
- C. Table service
- D. Table etiquette

IV. Kitchen equipment

- A. Large appliances
    - 1. Identification, use, and safety
    - 2. Buying
- B. Portable appliances
    - 1. Types, use, and safety
    - 2. Buying points
- C. Basic food preparation utensils
    - 1. Types of utensils
    - 2. Uses

- D. Placement and care
  - 1. Organizing your kitchen
  - 2. Care of equipment

V. Sanitation and safety

- A. Sanitation
- B. Safety

VI. Management

- A. Terms
- B. Conservation

VII. Food preparation

- A. Menu writing
  - 1. Rules
  - 2. Evaluating menus
- B. Recipe use
  - 1. Forms
  - 2. Parts
  - 3. Measurements
- C. Market order
  - 1. Importance
  - 2. Advantages
- D. Plan of work
  - 1. Parts
  - 2. Developing a plan
- E. Preparation
  - 1. Bread and cereal group
  - 2. Fruit and vegetable group
  - 3. Meat group
  - 4. Milk and milk products
  - 5. Sugars and fats

VIII. Careers in food and nutrition

- A. Home economics
- B. Business
- C. Food service industry
- D. Communications
- E. Paraprofessional
- F. Food processing

BASIC SKILLS CONCEPTS
FOOD AND NUTRITION

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1. Food facts and functions	Reading	1. View bulletin board "Home Ec. Whopper."
	Reading Writing	2. List Basic Five Food Groups, sources of each group, and the number of servings required daily.
	Reading	4. Participate with FHA members and present puppet show on Basic Five Food Groups.
	Writing	5. Define each nutrient, list sources, and state specific contributions to the diet.
	Reading	7. Participate in nutrition bingo.
	Writing	9. Define RDA.
	Reading	10. View and discuss Dietary Guidelines for Americans using transparency.
Dietary evaluation	Reading	11. View and discuss transparency on criteria for a good diet.
	Reading Writing Mathematics	12. Evaluate previous day's diet using worksheet.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing Mathematics	13. Participate in FHA Student Body Project. Evaluate diets of student body; compile date; publish findings and make recommendations in the school and community newspapers.
	Reading	17. Discuss and analyze common fad diets.
	Reading	23. View bulletin board "Slim Pickings."
	Reading	24. Review calorie content of common foods using charts in textbooks.
	Reading Writing	25. View transparency "Where Did It Go?"
	Reading Writing	26. Complete activity sheet "Burn It Up."
	Reading	27. Discuss ways to cut calories using transparency.
	Writing	29. List factors affecting special dietary needs.
	Reading	30. View transparency "Controlling Foods for a Healthier Diet."
Objective 2. Advertising	Reading	2. Using food ads from different media, find a sample of each type of advertising. Discuss.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Food budget	Reading Writing	4. Complete word search "Shopping for Food."
	Writing	6. List factors to consider when making wise food purchases.
	Reading Writing	8. Interview parents and complete questionnaire "Selecting a Food Market."
	Reading Writing Mathematics	9. Compare food prices using worksheet "Comparison Shopping."
	Reading	10. View and discuss transparency "Basic Label Information."
	Reading Writing	12. Complete worksheet "What's on the Label?"
Eating Out	Writing	16. List eating establishments in the community and classify according to type.
	Reading	17. Using chart, discuss menu terms.
	Reading	18. Discuss restaurant etiquette and table etiquette using transparency and handout.
	Reading	19. Role play eating in a restaurant using situations given.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 3. Meal planning	Reading	1. Discuss factors to consider in meal planning using transparency.
Objective 4. Table setting	Reading	1. Review facts about flatware using handout.
	Reading	2. Discuss basic terms related to table setting.
	Reading	4. Discuss rules to follow when setting the table using transparency.
	Reading	5. Using handout, practice setting the table.
	Reading	6. Discuss rules for using table decorations.
	Reading	7. Using transparency, identify and define the various types of meal service.
	Reading	9. Review simple rules of table etiquette using handout.
Objective 5. Large appliances	Writing	1. Identify large appliances in home economics department. List other large kitchen appliances available to the consumer.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	4. View transparency on buying a major appliance.
Portable appliances	Writing	5. Identify portable appliances in the home economics department. List other portable appliances available to the consumer.
	Reading	6. Read and study instruction manual for a portable kitchen appliance. Demonstrate in a small group the use of this appliance.
	Reading	9. Discuss transparency on "Buying Small Portable Appliances."
Basic food preparation utensils	Reading	10. Participate in "What Is It?"
	Reading Writing	11. Participate in "Utensil Bingo."
Placement and care	Reading	12. View and discuss transparency on "Organizing Your Kitchen."
Objective 6. Sanitation and safety	Reading	1. Discuss transparency on "Personal Hygiene."
	Reading	2. View and discuss transparency "Tips on Keeping the Kitchen Clean."
	Reading	3. Discuss "Dishwashing Guidelines" using handout.
	Reading	5. Discuss safety practices and common kitchen accidents using transparencies.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	9. Discuss first aid for common kitchen accidents using transparency.
	Reading	10. Discuss importance of proper handling of food.
	Reading Writing	11. Research a method of food preservation. Report to class.
Objective 7. Management	Reading	1. Discuss and define "Key Terms in Management."
	Writing	2. List tips for conserving energy and time in the kitchen.
Plan of work	Writing	14. List parts of a plan of work.
	Reading	15. Using a sample recipe given by the teacher, complete market order and plan of work.
Preparation	Reading	16. Discuss quick breads using handout.
	Reading Mathematics	17. Evaluate different forms of cereal available to the consumer as to price and nutritional content.
	Reading	20. Discuss classes and forms of fruit.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	21. Discuss characteristics of vegetables using transparency.
	Reading Writing	22. Research nutrient content of various fruits and vegetables.
	Reading	23. Complete worksheets on guides to consider when purchasing fruits and vegetables.
	Writing	27. List nutrient content of meats used in meal planning.
	Reading	31. Discuss uses of eggs in food preparation using transparency.
	Reading Writing	32. Complete work search "Egg Hunt."
Objective 5. Menu writing	Reading	1. Review rules for menu writing.
	Reading Writing	2. Evaluate sample menus and rewrite in correct form.
	Writing	3. Write menu to include a yam dish that could be prepared for "FHA Yam Contest."
Recipe use	Reading	4. Compare different forms of written recipes using handouts.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Writing	6. List common abbreviations used in recipes.
	Reading	7. Discuss terms used in food preparation.
	Reading Writing	8. Complete word search on "Common Food Preparation Terms."
	Reading Mathematics	10. View and discuss common equivalents in food preparation.
	Reading Writing Mathematics	11. Complete activity sheet on reading a recipe.
	Reading Writing Mathematics	12. Using handout, compute amounts of ingredients needed to prepare recipe to serve varied numbers of people.
	Writing	37. Write definitions of homogenized and pasteurized.
	Reading Writing	38. Complete and discuss "Milk Shake."
	Reading Writing	39. Brainstorm ways to incorporate milk into meal planning for those who don't drink it.
	Writing	41. Compile a list of tips on using milk and milk products in food preparation.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Writing	45. Compile a list of tips for use of sugars and fats in food preparation.
Objective 9. Careers in food and nutrition	Reading Writing	3. Interview an individual in a food and nutrition career. Report to class.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. On a written test, students will list the Basic Five Food Groups and evaluate specific dietary needs.

Unit Content	Learning Activities
Food facts and functions --Basic five food groups and sources .Meats .Milk and milk products .Fruits and vegetables .Bread and cereals .Fats and sweets	1. View bulletin board "Home Ec. Whopper." Appendix A. 2. List Basic Five Food Groups, sources of each group, and the number of servings required daily. 3. Construct mobile of Basic Five Food Groups. 4. Participate with FHA members and present puppet show on Basic Five Food Groups. Appendix B.
--Nutrients and functions .Protein .Carbohydrate .Fat .Vitamin .Mineral .Water	5. Define each nutrient, list sources, and state specific contributions to the diet. 6. View film on nutrients. 7. Participate in nutrition bingo. 8. Run computer program on nutrition.
--Nutritional guidelines .RDA - the recommended daily allowances for nutrient and calorie intake for healthy people	9. Define RDA.
.Dietary guidelines for Americans	10. View and discuss Dietary Guidelines for Americans using transparency in

	Appendix C.
Dietary evaluation --Daily diet	11. View and discuss transparency on criteria for a good diet in Appendix D.
	12. Evaluate previous day's diet using worksheet in Appendix E.
	13. Participate in FHA Student Body Project. Evaluate diets of student body; compile data; publish findings and make recommendations in the school and community newspapers.
--Fad diets and myths .Terms -Fad diet - crash programs to alter weight -Anorexia nervosa - an illness caused by an obsession with food	14. Brainstorm definitions of fad diet, anorexia nervosa, and bulimia.
-Bulimia - binge eating followed by purging	15. View filmstrip on fad diets.
	16. Listen to guest speaker discuss signs and symptoms of eating disorders.
.Common fad diets -Low carbohydrate -Liquid protein -Single food diet -Fasting -Others	17. Discuss and analyze common fad diets.
--Exercise and fitness .Benefits of exercise -Improves appearance	18. List ways to increase exercise in daily routine.
-Promotes good health -Increases energy -Improves coordination -Improves flexibility -Maintains weight -Regulates appetite	19. Discuss benefits of exercise as it relates to wellness.
-Increases endurance	20. Participate in and conduct aerobics class as part of FHA

	Student Body Project.
	21. View filmstrip on nutrition and exercise.
.Calories -Definition -Low calorie foods -High calorie foods	22. Brainstorm definition of calories.
-Tips for cutting calories	23. View bulletin board "Slim Pickings" in Appendix F.
	24. Review calorie content of common foods using charts in textbooks.
	25. View transparency "Where Did It Go" in Appendix G.
	26. Complete activity sheet "Burn It Up" in Appendix H.
	27. Discuss ways to cut calories using transparency in Appendix I.
	28. Participate in nutritious snack sale as part of FHA Student Body Project.
--Dietary needs .Factors affecting -Age -Weight -Sex -Activity -Environment -Health	29. List factors affecting special dietary needs.
.Controlling foods for a healthier diet -Salt -Fiber -Fat -Sugar	30. View transparency "Controlling Foods for a Healthier Diet" in Appendix J.

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2. Through discussion, students will list ways to improve consumer marketing skills.

Unit Content	Learning Activities
Advertising --Types	1. Discuss types of advertising.
.Emotional .Persuasive .Informative	2. Using food ads from different media, find a sample of each type of advertising. Discuss.
--Advantages and disadvantages	3. Discuss advantages and disadvantages of advertising.
Food budget --Amount to spend .Where to shop. .When to shop	4. Complete word search "Shopping for Food" in Appendix K.
.Coupons	5. View film on budgeting your food dollar.
	6. List factors to consider when making wise food purchases.
	7. Discuss ways to save money when making food purchases.
	8. Interview parents and complete questionnaire "Selecting a Food Market" in Appendix L. Discuss.
--Comparison shopping .Unit prices .Brands .Basic label information .Nutritional labeling	9. Compare food prices using worksheet "Comparison Shopping" in Appendix M.
	10. View and discuss transparency "Basic Label Information" in Appendix N.
	11. Discuss nutritional labeling.
	12. Complete worksheet "What's on

	the Label?" in Appendix O.
.Open-dating - dates on food packages that help consumer get food that is fresh and wholesome.	13. Define open-dating.
.UPC - Universal Product Code - a code of parallel lines and numbers which are read by an electronic checkout system.	14. Define UPC and discuss the advantages of using the UPC symbol. Appendix P.
.Food grades - set up by the United States Department of Agriculture to identify quality of food products.	15. Discuss grading of foods.
Eating out --Types of establishments .Quick food establishments -Fast food chains -Cafeterias -Delicatessens -Coffee shops .Formal dining establishments -Restaurants .Table service .More formal - special attire may be required .Can require advance reservation	16. List eating establishments in the community and classify according to type.
--Menus .Terms	17. Using chart in Appendix Q, discuss menu terms.
--Etiquette	18. Discuss restaurant etiquette and table etiquette using transparency and handout in Appendix R.
.Factors affecting what you order -How you feel -The amount you can spend -Nutritional value -Likes and dislikes -Availability .Paying the bill -Check the bill for accuracy -Tips (gratuity) - a	19. Role play eating in a restaurant using situations in Appendix S.

payment for service
- .Usually not added to the bill
- .Should reflect quality of service received
- .An adequate tip is between 15% and 20% of total bill
- .Not required in fast food restaurants and cafeterias

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3. In a written assignment, students will discuss the factors involved in planning meals.

Unit Content

Meal planning
- --Factors to consider
  - .Nutrition
  - .Family needs
  - .Budget
    - -Income
    - -Amount allowed
  - .Time
  - .Variety
    - -Kinds of food
    - -Color
    - -Size and shape
    - -Texture
    - -Flavor
    - -Methods of preparation
    - -Forms
  - .Activities
  - .Likes and dislikes
  - .Number of people
  - .Age
  - .Health
  - .Occupation
  - .Climate
  - .Season

Learning Activities

1. Discuss factors to consider in meal planning using transparency in Appendix T.
2. Plan a meal using factors discussed in class.
3. Evaluate meals eaten.

4. In a project, students will arrange table appointments properly for a given menu.

Unit Content	Learning Activities
Table setting --Basic terms	1. Review facts about flatware using handout in Appendix U.
	2. Discuss basic terms related to table setting in Appendix V.
--Principles	3. View demonstration on basic table setting techniques.
	4. Discuss rules to follow when setting the table using transparency in Appendix W.
	5. Using handout in Appendix X practice setting the table.
--Decorations	6. Discuss rules for using table decorations in Appendix Y.
Table service --Types .Buffet .Informal or family .Formal .Tea or reception .Plate service	7. Identify and define the various types of meal service using transparency in Appendix Z.
	8. Role play use of different types of table service.
Table etiquette	9. Review simple rules of table etiquette using handout in Appendix AA.

5. In a laboratory, students will demonstrate the proper use of large and small appliances and kitchen equipment.

Unit Content	Learning Activities
Large appliances --Identification, use, and	1. Identify large appliances in home economics department.

safety .Range -Electric -Gas	List other large kitchen appliances available to the consumer.
.Refrigerator .Dishwasher .Washer/dryer	2. Discuss the importance of safety in the use of all appliances.
.Oven -Microwave -Conventional -Convection .Trash compactor .Freezer	3. View demonstration on use of major appliances.
--Buying	4. View transparency on buying a major appliance. Appendix BB.
Portable appliances --Types, use, and safety .Mixer .Blender .Food processor .Food disposal	5. Identify portable appliances in the home economics department. List other portable appliances available to the consumer.
.Electric frypan .Crockpot .Waffle iron .Popcorn popper .Electric can opener .Coffee maker .Rice cooker .Toaster	6. Read and study instruction manual for a portable kitchen appliance. Demonstrate in a small group the use of this appliance.
.Wok .Other	7. Use small appliances in a laboratory setting.
	8. Clean and store appliances according to proper instructions.
--Buying points	9. Discuss transparency on "Buying Small Portable Appliances" in Appendix CC.
Basic food preparation utensils --Types of utensils	
.Measuring .Pre-preparation .Mixing	10. Participate in "What Is It?" activity in Appendix DD.
.Cooking .Baking	11. Participate in "Utensil Bingo" in Appendix EE.

.Specialty	
Placement and care --Organizing your kitchen	12. View and discuss transparency on "Organizing Your Kitchen" in Appendix FF.
.Adapting for the handicapped -Cabinet doors can be removed	13. Discuss ways to adapt the kitchen for the handicapped.
-Small appliances should be easy to reach -Open shelves make storage easier -Drawer pulls should be large and easy to handle	14. Role play a kitchen situation as a handicapped person.
--Care of equipment .Cleaning and storage	15. View demonstration on care of kitchen equipment.
.Warranties .Importance of reading instructions	16. Discuss and evaluate the benefits of a warranty.

6. Through laboratory experience, students will demonstrate proper safety and sanitation practices.

Unit Content	Learning Activities
Sanitation and safety --Sanitation .Personal hygiene	1. Discuss transparency on "Personal Hygiene" in Appendix GG.
.Kitchen cleanliness -Guidelines -Cleaning .Large appliances .Garbage pail .Pantry .Floors	2. View and discuss transparency "Tips on Keeping the Kitchen Clean" in Appendix HH.
-Dishwashing guidelines	3. Discuss "Dishwashing Guidelines" using handout in Appendix II.
--Safety .Kitchen safety	4. View film on kitchen safety.

-Safety practices -Common accidents .Burns .Cuts .Falls .Poisoning .Choking .Electrical shock	5. Discuss safety practices and common kitchen accidents using transparencies in Appendix JJ.
	6. View demonstration on the proper use of a fire extinguisher. Discuss fire-drill procedures that are unique to a foods lab.
	7. Listen to a firefighter discuss kitchen fires, how to prevent them, how to put them out, and home fire drills.
	8. View a demonstration on the proper use of knives. Discuss the advantages of using a sharp knife rather than a dull one.
-Basic first aid	9. Discuss first aid for common kitchen accidents using transparency in Appendix KK.
.Food safety -Guidelines	10. Discuss importance of proper handling of food. Appendix LL.
-Preservation	11. Research a method of food preservation. Report to class.

7. Through class activities, students will demonstrate energy conservation practices.

Unit Content	Learning Activities
Management --Terms .Management .Resources .Dovetail .Responsibilities	1. Discuss and define "Key Terms in Management" using Appendix MM.

.Task .Short cut	
--Conservation .Energy .Time	2. List tips for conserving energy and time in the kitchen.
	3. Participate in laboratory experiences emphasizing energy conservation practices.

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8. Through laboratory experiences, students will plan, prepare, and serve nutritious foods.

Unit Content	Learning Activities
Menu writing --Rules	1. Review rules for menu writing using Appendix NN.
--Evaluating menus	2. Evaluate sample menus and rewrite in correct form. Appendix OO.
	3. Write menu to include a yam dish that could be prepared for "FHA Yam Contest."
Recipe use --Forms .Standard .Action .Narrative .Descriptive	4. Compare different forms of written recipes using handouts in Appendix PP.
--Parts .Name .Ingredients and amounts -Abbreviations	5. Discuss parts of a recipe.
.Directions -Terms .Yield	6. List common abbreviations used in recipes. Appendix QQ.
	7. Discuss terms used in food preparation. Appendix RR.
	8. Complete word search on "Common Food Preparation

	Terms" in Appendix SS.
--Measurements .Techniques	9. View demonstration on measuring techniques.
.Equivalents	10. View and discuss common equivalents in food preparation. Appendix TT.
.Altering a recipe	11. Complete activity sheet in Appendix UU.
	12. Using handout in Appendix VV, compute amounts of ingredients needed to prepare recipe to serve varied numbers of people.
Market order --Importance --Advantages .Saves time and energy .Reminder of missing items needed in food preparation	13. Discuss importance and advantages of compiling a market order.
Plan of work --Parts .Menu	14. List parts of a plan of work.
.Recipe .Cover .Duties .Time schedule .Equipment .Supplies	15. Using a sample recipe given by the teacher, complete market order and plan of work using forms in Appendix WW.
Preparation --Bread and cereal group .Quick breads -Types -Nutritional content	16. Discuss quick breads using handout in Appendix XX.
.Cereals -Types -Cost -Nutritional content	17. Evaluate different forms of cereal available to the consumer as to price and nutritional content.
.Principles of preparation	18. View demonstration on preparation of foods from the bread and cereal group.
.Laboratory options	19. Select laboratory experience using list in Appendix YY.

	Participate in laboratory.
--Fruit and vegetable group .Classes and forms of fruits	20. Discuss classes and forms of fruit. Appendix ZZ.
.Characteristics of vegetables	21. Discuss characteristics of vegetables using transparency in Appendix AAA.
.Nutritional value	22. Research nutrient content of various fruits and vegetables.
.Purchasing	23. Complete worksheets on guides to consider when purchasing fruits and vegetables. Appendix BBB.
.Principles of preparation	24. Discuss tips on preparing fruits and vegetables.
.Laboratory	25. Select laboratory experience using list in Appendix CCC. Participate in laboratory.
--Meat group .Meats -Nutrient content -Types -Cooking methods .Dry heat .Moist heat -Purchasing	26. Discuss use of meats in meal planning.
	27. List nutrient content of meat and types of meats used in meal planning.
	28. Listen to butcher discuss purchasing and selection of meat.
.Beans -Nutrient content -Types	29. Discuss use of beans as a meat substitute.
.Eggs -Nutrient content -Purchasing -Storage -Principles of preparation	30. View filmstrip on eggs. Discuss.
	31. Discuss uses of eggs in food preparation using transparency in Appendix DDD.
	32. Complete word search "Egg Hunt" in Appendix EEE.

.Meat extenders	33. Discuss use of meat extenders in stretching food dollar.
.Laboratory options	34. Select laboratory experience using list in Appendix FFF. Participate in laboratory.
--Milk and milk products .Nutrient content .Importance in the diet	35. Discuss nutrient content of milk and milk products.
	36. Listen to health care specialist discuss the importance of milk in the diet.
.Terms -Homogenized -Pasteurized	37. Write definition of homogenized and pasteurized.
.Types -Liquid milk products -Dried milk -Cultured milk products -Cheese -Other	38. Complete and discuss "Milk Shake" in Appendix GGG.
.Uses of milk for non-drinkers	39. Brainstorm ways to incorporate milk into meal planning for those who don't drink it. Appendix HHH.
.Purchasing .Storage	40. View film on the use of milk and milk products in meal planning.
.Principles of preparation	41. Compile a list of tips on using milk and milk products in food preparation.
.Laboratory options	42. Select laboratory experience using list in Appendix III. Participate in laboratory.
--Sugars and fats .Types of sugar	43. Discuss types and uses of sugars and fats in the diet.
-Granulated -Brown -Confectioner's -Honey -Molasses -Syrups .Forms of fat	44. View display of various types and forms of sugars and fats.

-Liquid fats -Solid fats .Use in the diet .Purchasing and storage .Principles of preparation	45. Compile a list of tips for use of sugars and fats in food preparation.
	46. View demonstration in preparation of cookies.
.Laboratory options	47. Select laboratory experience using list in Appendix JJJ. Participate in laboratory.

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9. In a written assignment, students will report on a given career in the area of food and nutrition.

Unit Content	Learning Activities
Careers in food and nutrition --Types .Home economics .Business	1. View film on careers in food and nutrition.
.Food service industry .Communications .Paraprofessional	2. Listen to speaker discuss careers in food and nutrition.
.Food processing	3. Interview an individual in a food and nutrition career. Report to class. Appendix KKK.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written assignments by utilizing: correct grammar, spelling, and punctuation; and neat handwriting,

Actively participating in lab planning, preparation, and evaluation, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, worksheets, films and filmstrips, bulletin boards, magazines, and transparencies selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Baking: Cake, Cookies, and Decoration," Prentice Hall, Terrytown, New York 10591.

"Household Basics," Rubbermaid, Wooster, Ohio 44691.

"Nutrition and Exercise, " Sunburst Company, Pleasantville, New York 10570.

"Vegetables: Preparation Procedure; Cooking Methods; Fruits: Preparation and Use," Teaching Aids Inc., P. O. Box 1798, Costa Mesa, California 92628-0798.

Computer Programs

"Measuring Techniques," Orange Juice Software Systems, 338 South Arch Avenue, New Richmond, Wisconsin 54017.

"Nutrition," Orange Juice Software Systems, 338 South Arch Avenue, New Richmond, Wisconsin 54017.

"Nutrition Simulation," EMC Publishing, 300 New York Avenue, St. Paul, Minnesota 55101.

"Nutrition Tutorial," EMC Publishing, 300 New York Avenue, St. Paul, Minnesota 55101.

Activities and Puzzles

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Crossword Puzzles for Food and Nutrition. Tony, Wisconsin: Homemaking Research Laboratories, 1975.

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Food: A Super Natural Resource. Rosemont, Illinois: National Dairy Council and Milk Foundation, Inc., 1975.

Schmelzel, Carol R. Activities for Food Classes. Fort Atkinson, Wisconsin: Nasco, 1980.

Schmelzel, Carol R. Activities for Table Setting Fun. Fort Atkinson, Wisconsin: Nasco, 1981.

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RESOURCES

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Chamberlain, Valerie. Fun Guide. New York: McGraw-Hill Book Company, 1985.

Duyff, Roberta Larson, Doris Hasler, Suzanne Sickler Ohl. Guide to Modern Meals. New York: McGraw-Hill Book Company, 1985.

Food and Nutrition Measuring for Cooking, Planning Healthy Meals, Reading and Following Recipes. Hayward, California: Janus Book Publishers, Inc., 1986.

Help Yourself: Choices in Foods and Nutrition. Encino, California: Glencoe Publishing Company, 1981.

McDevitt, Mary Ann Katter. The World of Food. Lexington, Massachusetts: Ginn and Company, 1984.

Scribner, Evelyn. Foods and You. Portland, Maine: J. Weston Walch, 1980.

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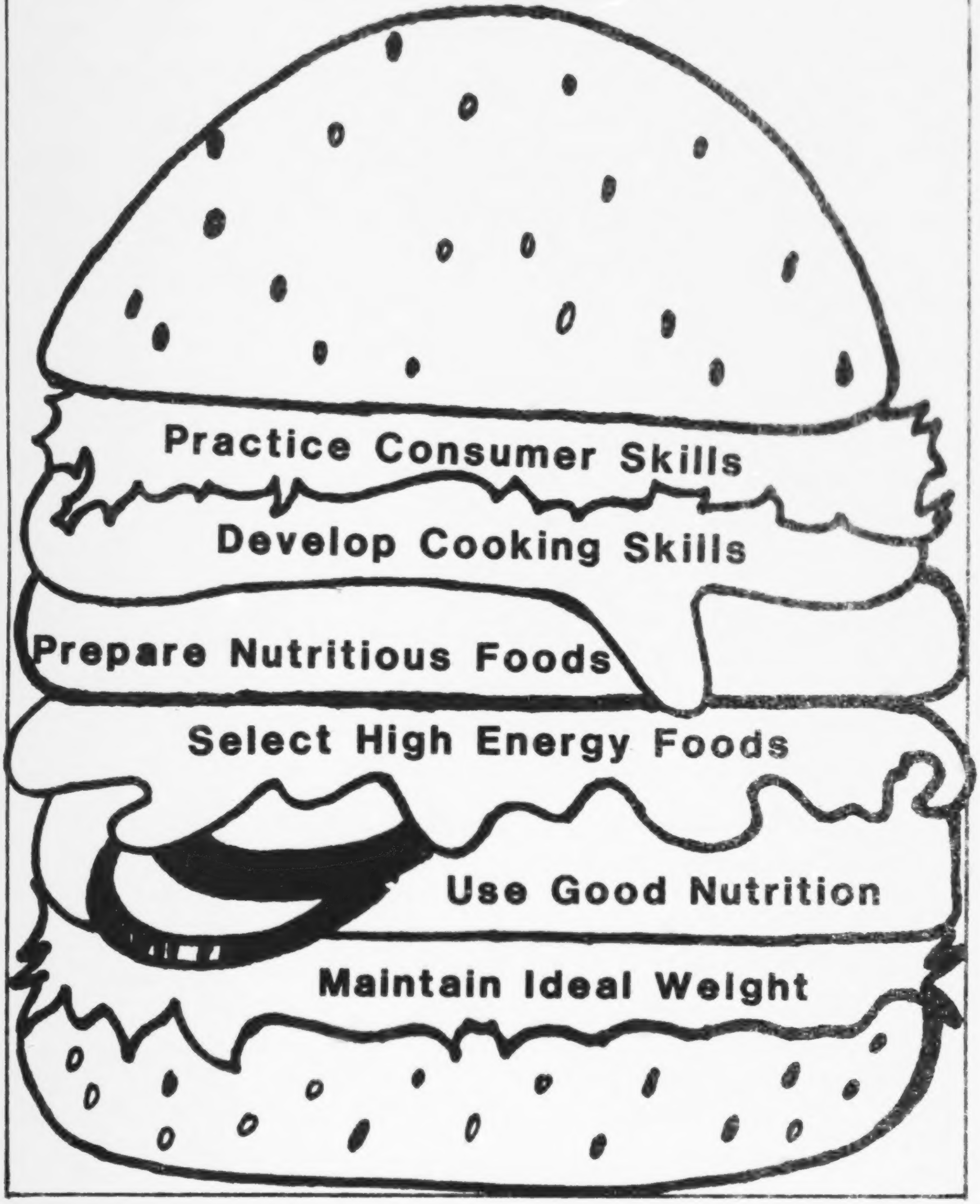
HOME EC. WHOPPER


Practice Consumer Skills
Develop Cooking Skills
Prepare Nutritious Foods
Select High Energy Foods
Use Good Nutrition
Maintain Ideal Weight

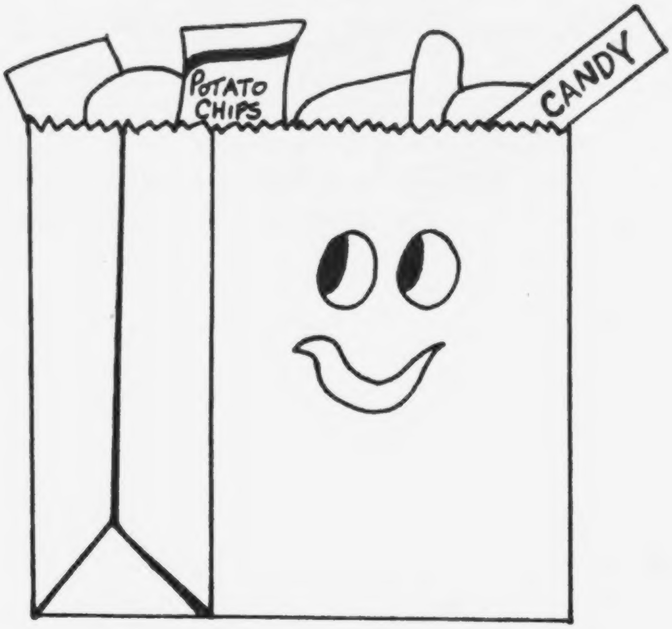
APPENDIX B

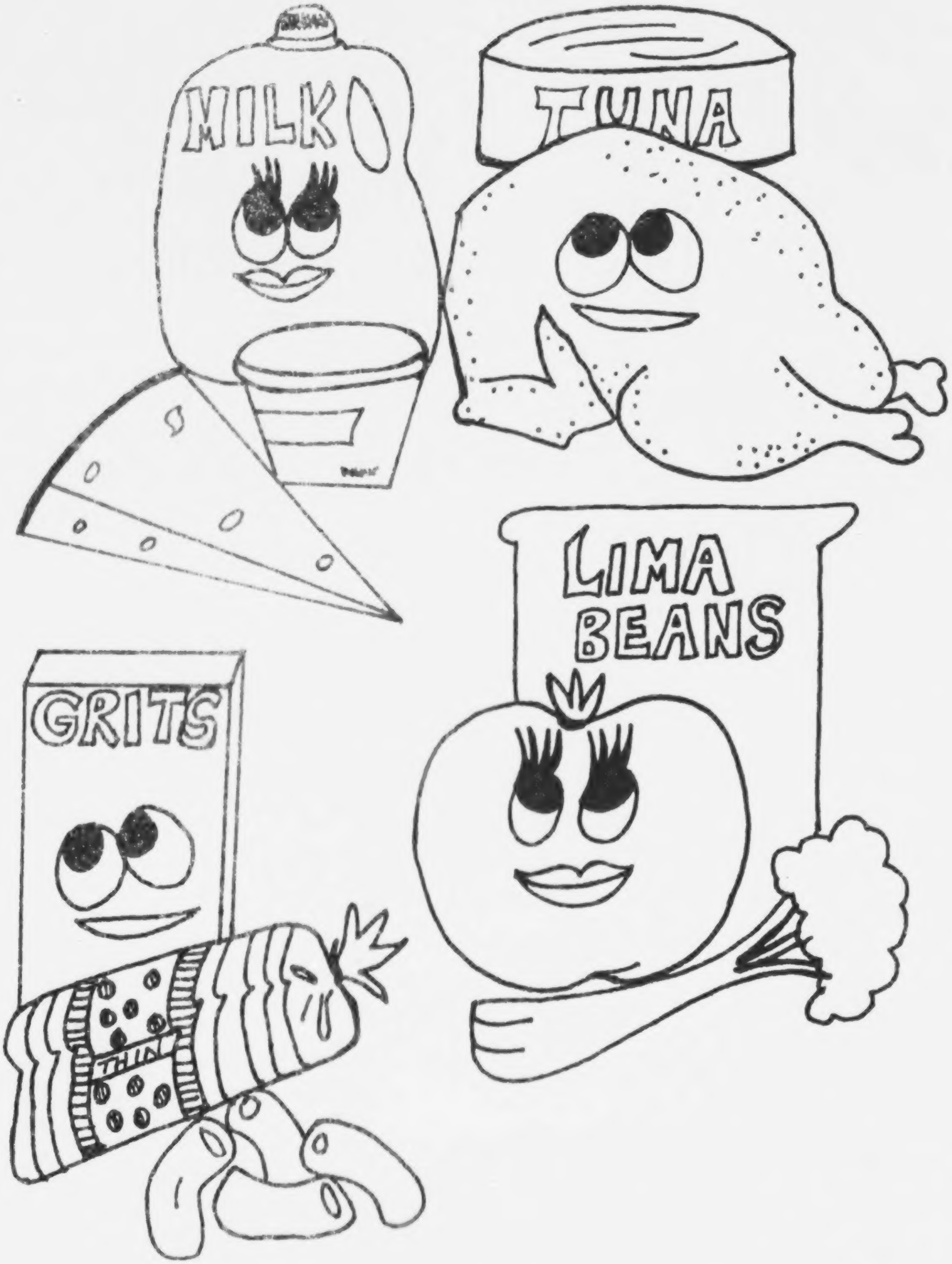
PUPPET SHOW

Directions:

From facts they learn in class, have students write a script about the Five Food Groups for a puppet show. FHA members can present the puppet show to children in a daycare center or kindergarten.

Use pictures of the food groups provided to make stick puppets or have students design their own. Color and glue them on a poster or other sturdy backing. Use dowels as sticks for the puppets.




MILK
TUNA
LIMA BEANS
GRITS
THIN

APPENDIX C

DIETARY GUIDELINES FOR AMERICANS

... Eat a Variety of Foods

... Avoid Too Much Sodium

... Avoid Too Much Fat, Saturated Fat, and Cholesterol

... Eat Foods With Adequate Starch and Fiber

... Maintain Ideal Weight

... Avoid Too Much Sugar

A GOOD DIET :

- ***Is flexible.***
- ***Uses principles of good nutrition.***
- ***Follows food group guidelines and RDA.***
- ***Encourages the use of new foods.***
- ***Is within food budget.***
- ***Contains balanced meals.***
- ***Offers appeal, good taste, and variety.***

APPENDIX E

Dietary Recall

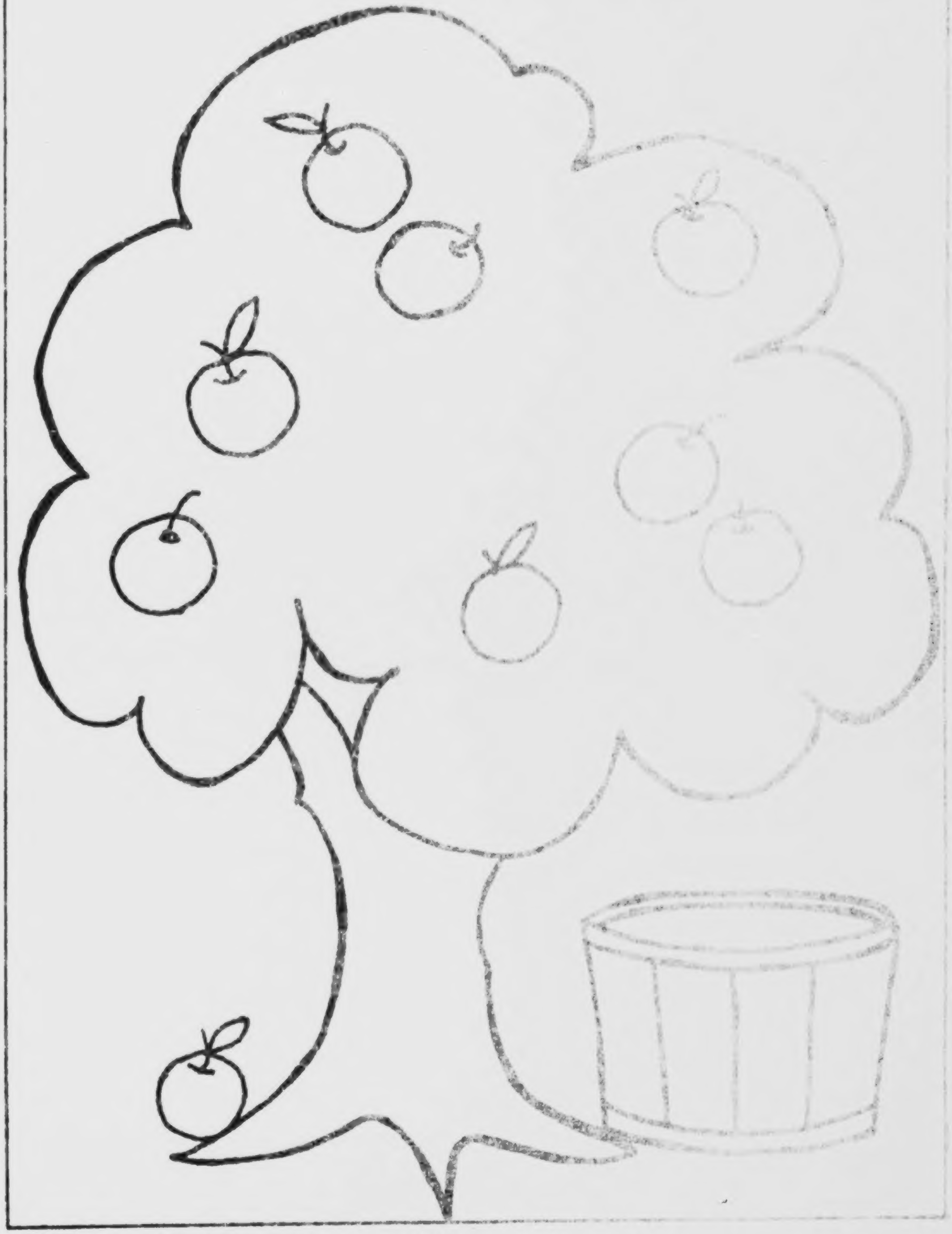
Directions:

Keep a record of all foods eaten for one day. Complete the information on the chart provided and discuss results with class.

TIME	FOOD EATEN	AMOUNT

Food Groups	Number of Servings
Meat Group	
Milk and Milk Products	
Fruits and Vegetables	
Bread and Cereals	
Fats and Sweets	

SLIM PICKINGS



*Students will bring pictures of low calorie foods to place on apples to complete bulletin board.

APPENDIX G

WHERE DID IT GO?

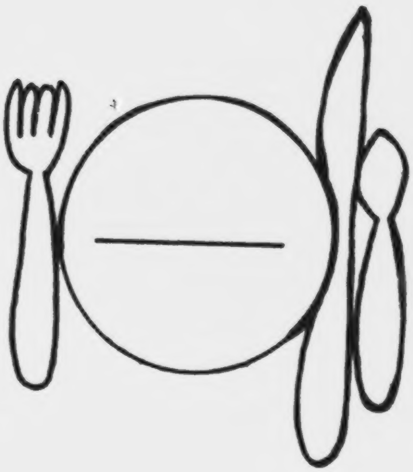
Approximate Calories Used (INDIVIDUAL 125 lbs.)	
Kinds of activities	Per half hour
Running (5.5 mph)	270
Playing basketball	174
Dressing	78
Playing football	207
Playing baseball	107
Walking upstairs	438
Playing tennis	168
Dancing (moderately)	105
Playing volleyball	129
Swimming	120
Racquetball	225
Walking (4 mph)	156
Sweeping, mopping, cleaning	102
Making beds	96
Horseback riding	168
Ping pong	96
Preparing a meal	96
Watching TV	30
Sleeping	30
Riding bicycle (5.5 mph)	128

APPENDIX H

Burn It UP!

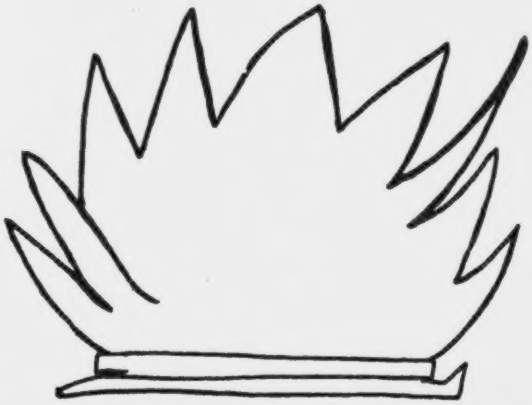
Directions:

Select one food that you enjoy eating. Write the name of the food in the blank provided. Using a textbook or other source, determine the number of calories in that food. Refer to chart listing calories burned when participating in specific activities to determine your plan for burning the calories in the food selected.



This food contains _______ calories.

Activities I can use to burn up these calories.



APPENDIX I

CUTTING CALORIES

. EAT SLOWLY.

. AVOID INGREDIENTS WITH HIDDEN CALORIES.

. EAT SMALL PORTIONS.

. SELECT LOW CALORIE SNACKS AND FOODS.

. REDUCE THE AMOUNT OF FAT AND REFINED SUGAR IN THE DIET.

. IF POSSIBLE, AVOID CONSTANT CONTACT WITH FOOD.

. PLACE SMALLER PORTIONS OF FOOD ON A SMALLER PLATE.

. AVOID SECOND HELPINGS.

APPENDIX J

CONTROLLING FOODS FOR A HEALTHIER DIET

SALT:

- BUY FEWER FOODS WITH SALT ADDED.
- DO NOT SALT FOOD BEFORE TASTING IT.
- EAT FEWER SALTY SNACKS.
- USE SPICES AND HERBS OR LEMON JUICE IN PLACE OF SALT.
- COMPARE FOOD LABELS AT THE SUPERMARKET AND BUY FOODS WITHOUT SALT ADDED.

FAT:

- SKIM FAT OFF OF FOODS.
- EAT MORE POULTRY, FISH, AND VEAL, AND LESS RED MEAT.
- SELECT LEAN CUTS OF MEAT.
- USE NONSTICK SPRAYS RATHER THAN OIL.
- CUT DOWN ON DISHES WITH ADDED FAT, LIKE SAUCE OR GRAVY.
- BROIL OR BAKE RATHER THAN FRY.
- USE LOW-FAT DAIRY PRODUCTS.

SUGAR:

- BUY FEWER FOODS WITH SUGAR ADDED.
- EAT FRESH FRUIT.
- USE LESS SUGAR WHEN SWEETENING BEVERAGES.
- USE FRUIT CANNED IN ITS OWN JUICE RATHER THAN IN SYRUP.
- USE UNSWEETENED BREAKFAST CEREALS.
- DRINK FRUIT JUICE OR UNSWEETENED ICED TEA INSTEAD OF SOFT DRINKS.

ADDING FIBER:

EAT MORE:

- WHOLE GRAIN CEREAL PRODUCTS
- DRIED BEANS AND PEAS
- NUTS
- FRUITS AND VEGETABLES

APPENDIX K

SHOPPING FOR FOODS

```
L T Y E Y I I B R N V L H R W E Q K X C J Q F C E A K W
L O B I W P X A A H W T O V C N E R F M Q A E V S T X C
V F M H F V H D T D X N E X S Q X A Z T L M R G L D X R
X N K S S P C N T K B W P M G X D U D N E L J P V O L N
Z L C M K P I S E K R C S L I S K Q G A A Q O K O A C U
T R B H S B B M G Q D U L I A T Y A L I E W G X C E T O
D R L L X I O M P B O F X S B T O S X P B M C P L T A I
V E N O R H K D H I D U Z R L B G K S R E I O I O A L C
I B N G V V N A T K L I M R V I S W O E Z J K H G D S F
L R A L L T J I D L K R R T W U R P H L K E S I H S N I
X P G W O I R E E R J P P B R B G J V H S S Y D P C B L
J R D N G T Y P B F P O D D O D V B X H W L Q B I O P R
E I K Z U N S N U Y T M I A E Y B W G D D O A T F L S V
K F N N V P F A B Y N S Q Z V Q S B G I V J C S E X Y H
I M O N R A F Z Q O R Y A D I N A Y W J A A S A T E W T
X G W T U H S K P O C B A T A T T G M W L C S O C X P K
X R V X I D L S B Z T X G G E O W Q H C N T T F R D X Y
G N F F N J C P S F R E E R B T P H T T I F M O J P Y H
D B V X L I C I S B Z R H Y H H Z D K K A D E C T K Q O
E Q U R I R A Z W F B J X E N O M Y C A I I G T O K N Y
Y Y L G O D X M H C K J G K P S O G Q V B N S J W Y G G
E V K W A M O U N T I B N L P B V W R V Q O V D P Q P K
B E D E Q H W V M C Q X L X X E L Y Z T M I M G V K Y H
U E H Z H R F V K A Z I Q V M D K G R Q G A F U T D M K
D A N T C T W M H T M H P U V B E Q U I P M E N T O O U
Z F P Z J X U G M E H G H G P M F A H T T R X L A Q N Z
O M I U B O K F V A U Y W H A P P T E Y G F L X S K J N
O Q D E U M Q G E S V O A M D Q Q L A B E L S P R R G N
```

THERE ARE 19 WORDS HERE - CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

AHEAD
CROWDED
EQUIPMENT
KNOW
LAST
LIKES
MEALS
MOST
NUTRITIOUS
ALL
AMOUNT
DATE
HOME
LABELS
LEAST
MAIN
MILK
NOT
TOP

APPENDIX K

ANSWER KEY

```
L T Y E Y I I B R N V L H R W E Q K X C J Q F C E A K W
L O B I W P X A A H W T O V C N E R F M Q A E V S T X C
V F M H F V H D T D X N E X S Q X A Z T L M R G L D X R
X N K S S P C N T K B W P M G X D U D N E L J P V O L N
Z L C M K P I S E K R C S L I S K Q G A A Q O K O A C U
T R B H S B B M G Q D U L I A T Y A L I E W G X C E T O
D R L L X I O M P B O F X S B T O S X P B M C P L T A I
V E N O R H K D H I D U Z R L B G K S R E I O I O A L C
I B N G V V N A T K L I M R V I S W O E Z J K H G D S F
L R A L L T J I D L K R R T W U R P H L K E S I H S N I
X P G W O I R E E R J P P R R B G J V H S S Y D P C B L
J R D N G T Y P B F P O D D O D V B X H W L Q B I O P R
E I K Z U N S N U Y T M I A E Y B W G D D O A T F L S V
K F N N V P F A B Y N S Q Z V Q S B G I V J C S E X Y H
I M O N R A F Z Q O R Y A D I N A Y W J A A S A T E W T
X G W T U H S K P O C B A T A T T G M W L C S O C X P K
X R V X I D L S B Z T X G G E O W Q H C N T T F R D X Y
G N F F N J C P S F R E E R B T P H T T I F M O J P Y H
D B V X L I C I S B Z R H Y H H Z D K K A D E C T K Q O
E Q U R I R A Z W F B J X E N O M Y C A I I G T O K N Y
Y Y L G O D X M H C K J G K P S O G Q V B N S J W Y G G
E V K W A M O U N T I B N L P B V W R V Q O V D P Q P K
B E D E Q H W V M C Q X L X X E L Y Z T M I M G V K Y H
U E H Z H R F V K A Z I Q V M D K G R Q G A F U T D M K
D A N T C T W M H T M H P U V B E Q U I P M E N T O O U
Z F P Z J X U G M E H G H G P M F A H T T R X L A Q N Z
O M I U B O K F V A U Y W H A P P T E Y G F L X S K J N
O Q D E U M Q G E S V O A M D Q Q L A B E L S P R R G N
```

APPENDIX K

SHOPPING FOR FOOD

Directions:

Using the terms from the word search puzzle "Shopping for Foods", complete the statements by writing the missing word in the blanks provided.

1. The _ _ _ _ _ and dislikes of family members are usually considered when making food selections.
2. You should have adequate information about different foods if you are to plan _ _ _ _ _ intelligently.
3. You can save time shopping when stores are not _ _ _ _ _ _ _.
4. Whenever possible, check expiration _ _ _ _ on food packages.
5. Allow at _ _ _ _ _ four servings of fruits and vegetables per person per day.
6. Milk is the _ _ _ _ source of calcium so be sure to include it in your shopping list.
7. _ _ _ _ _ _ are helpful aids for the shopper.
8. Plan to use _ _ _ _ in some form every day.
9. Plan your food supply so it will _ _ _ _ until your next shopping trip.
10. Food should be _ _ _ _ _ _ _ _ _ _ as well as appetizing.
11. It isn't always necessary to buy _ _ _ quality.
12. _ _ _ _ what regular prices are so you can recognize the bargains.
13. An efficient shopper plans _ _ _ _ _.
14. The careful shopper will try to get the _ _ _ _ for the least money.
15. Once the food is bought _ _ _ _, it should be properly stored.
16. When buying foods, ask yourself if you have the necessary _ _ _ _ _ _ _ _ _ for its preparation.
17. To eliminate waste, know the _ _ _ _ _ _ you need to buy.

18. A large package of food may be a good buy if you use it - - -.

19. A shopping list is of little value if it is - - - used.

APPENDIX K

ANSWER KEY

1. likes
2. meals
3. crowded
4. date
5. least
6. main
7. labels
8. milk
9. last
10. nutritious
11. top
12. know
13. ahead
14. most
15. home
16. equipment
17. amount
18. all
19. not

APPENDIX L

SELECTING A FOOD MARKET

Directions:

Fill in the questionnaire below about your favorite food store by checking the appropriate column.

Name of store: ______________________________

This store...	ALWAYS	SOMETIMES	NEVER
has friendly and helpful employees.			
has a wide selection of food.			
makes home deliveries.			
is near my home.			
has the cheapest prices.			
has an adequate number of cashiers.			
has check cashing available.			
has adequate parking space.			
has a good selection of meat.			
advertises sales.			
has merchandise priced.			
gives trading stamps.			
has employees available to help.			
has a pleasant atmosphere.			
is clean.			

APPENDIX M

COMPARISON SHOPPING

Directions:

In a food store of your choice, locate each item listed below. Record the name brand and generic price of each item on the chart. Total each column.

Store: ______________________________

	Name Brand	Store Brand	Generic
Ketchup 32 oz.			
Buttermilk Biscuits 10 count			
Green Beans 16 oz.			
Cream Style Corn 16 1/2 oz.			
Mustard 20 1/2 oz.			
Cake Mix 18 oz.			
Peanut Butter 18 oz.			
Saltine Crackers 16 oz.			
Rice 32 oz.			
Macaroni and Cheese 7 1/4 oz.			
TOTALS:			

BASIC LABEL INFORMATION

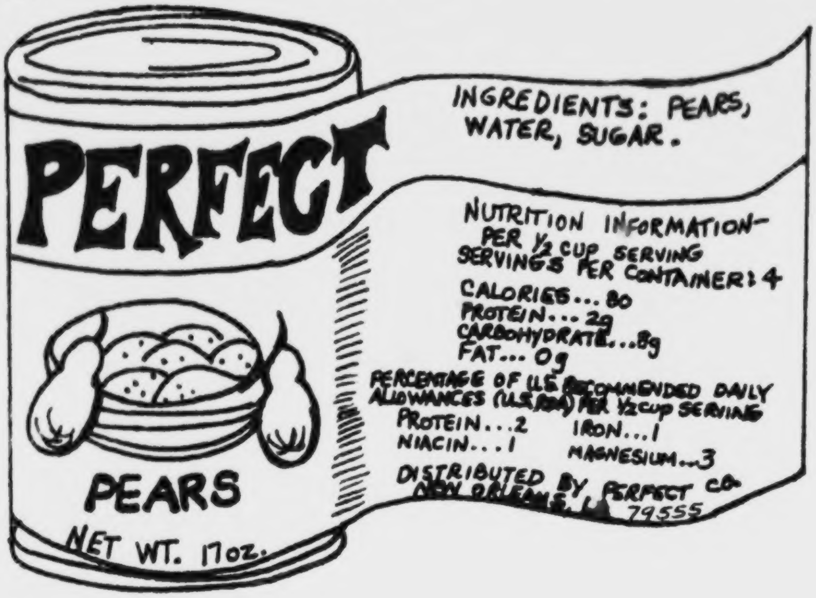
- Net weight or contents
- Name of product
- Name and address of manufacturer, packer, or distributor
- Style or form of products
- List of ingredients in descending order of content

APPENDIX O

WHAT'S ON THE LABEL?

Directions:

Using the label, answer the questions to test your knowledge of food labels.


PERFECT
PEARS
NET WT. 17oz.
INGREDIENTS: PEARS, WATER, SUGAR.
NUTRITION INFORMATION-
PER ½ CUP SERVING
SERVINGS PER CONTAINER: 4
CALORIES... 80
PROTEIN... 2g
CARBOHYDRATE... 8g
FAT... 0g
PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA) PER ½ CUP SERVING
PROTEIN... 2
IRON... 1
NIACIN... 1
MAGNESIUM... 3
DISTRIBUTED BY, PERFECT CO.
NEW ORLEANS, LA 79555

1. Name of product: ______________________________

2. Weight: ______________________________

3. Company name and address: ______________________________
____

4. Serving size: ______________________________

5. Ingredients: ______________________________

6. Servings per container: ______________________________

7. Calories: ______________________________

8. Ingredient found in largest quantity in product: ______________

9. Two food nutrients found in product: ______________________

APPENDIX P

UPC

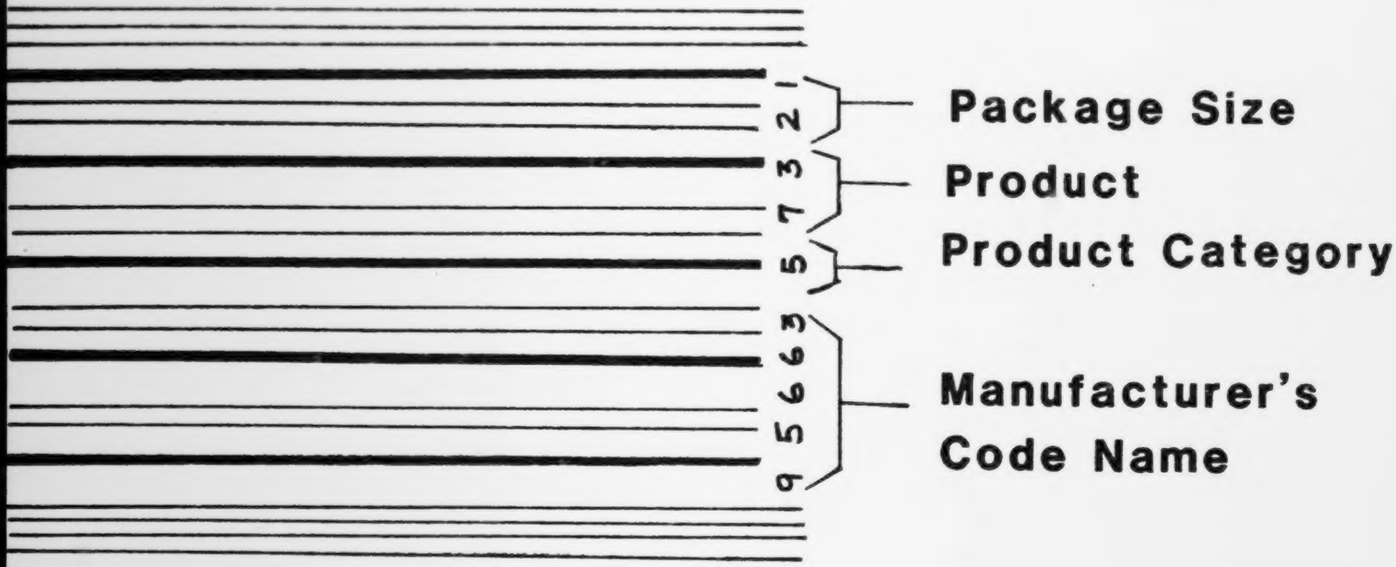
UNIVERSAL PRODUCT CODE - A CODE OF PARALLEL LINES AND NUMBERS WHICH ARE READ BY AN ELECTRONIC CHECKOUT SYSTEM.

UPC AND THE CONSUMER:

---ADVANTAGES:
   .FAST AND ACCURATE CHECKOUT SERVICE
   .A DETAILED CASH REGISTER TAPE
---DISADVANTAGE:
   .DIFFICULTY IN COMPARISON SHOPPING SINCE EACH ITEM IS NO LONGER MARKED

UPC AND THE RETAILER:
---ADVANTAGES:
   .AUTOMATIC INVENTORY SYSTEM
   .EASIER METHOD OF ORDERING
   .ELIMINATES PRICING OF INDIVIDUAL ITEMS

UNIVERSAL PRODUCT CODE
UPC


1 2
Package Size
3 7
Product
5
Product Category
3 6 6 5 9
Manufacturer's Code Name

APPENDIX P

APPENDIX Q

MENU TERMS

TERM	MEANING
a la (ah-lah)	in the style of
a la broche (ah-lah-brōsh)	cooked on a skewer
a la carte (ah-lah-cart)	each item priced separately
a la king (ah-lah-king)	served in a cream sauce containing mushrooms, green pepper and pimentos
a la mode (ah-lah-mōd)	with ice cream
anchovy (an-chō-ve)	small fish resembling herring
au gratin (ō-grah-tin)	prepared with cheese sauce
au jus (ō-jū)	served in its natural juices
bisque (bisk)	rich cream shellfish soup
canape (kan-a-pa)	appetizer made of a spread on toast or crackers
caviar (kav-ē-ar)	fish eggs
consomme (kon-sū-ma)	clear soup made of meat stock
creole (krē-ol)	prepared with tomatoes, green peppers, and onions
demitasse (dem-ē-tas)	small cup of black coffee
escargots (es-kar-gō)	snails
fricassee (frik-a-sēē)	meat served in white sauce
gumbo (gum-bō)	soup of meat, okra, tomatoes, green peppers, and seasoning
parfait (par-fāy)	frozen dessert of syrup, beaten eggs, whipped cream, and flavoring
petit fours (pe-te-for)	small cakes

APPENDIX R

TABLE ETIQUETTE

The next time you have alphabet soup, look into your bowl and discover a guide to letter-perfect table manners. They're as simple as ABC!

A is for the American way of cutting meat. Holding your fork in your left hand and knife in the right, cut off a small piece of meat. Then place your knife on the right edge of your plate. Transfer your fork to your right hand and lift the meat into your mouth with the fork tines up.

B is for beginning to eat when your hostess does. If there are more than twenty guests, you may begin when the four or five near you have been served.

C is for the Continental way of holding your fork. Instead of transferring the fork to your right hand after you cut a piece of meat, bring the fork, tines down, to your mouth with your left hand. Use the style you prefer.

D is for the dessert spoon placed on the plate, never left standing in a sherbet glass or a custard cup.

E is for the elbows that don't rest on the table while you eat.

F is for your fingers that hold your chicken at a picnic, in your own home, or at a friend's house if they approve (follow their lead). But for formal dinners and restaurant dining, use a knife and fork.

G is for the gesture, which you shouldn't do with a knife and fork.

H is for hot foods, which shouldn't be cooled by you. Wait for food to cool by itself.

I is for Italian food, especially spaghetti. Eat spaghetti with a large spoon and fork as the Italians do. Hold the fork prongs against the spoon and wind the spaghetti around your fork.

J is for juxtapose or place side by side. At the end of the main course place your silverware side by side in the center of your plate.

K is for knife, of the buttering kind. Don't stick your butter knife into the butter dish or jam pot. Use the serving piece provided.

L is for left, the direction from which the waiter will serve you.

M is for your male escort who will pull out your chair to seat you. Sit down as he pushes the chair toward the table.

N is for napkin. Wait for your hostess to unfold hers before you place yours on your lap. At the end of the meal, leave it, unfolded, to the left of your plate.

O is for open - the way your mouth should not be while you're chewing.

P is for the placement of silverware in the order of use. Soup comes first so the soup spoon will be on the outside, etc. Just start on the outside and work your way in toward the plate.

Q is for quiet when you have a mouthful of food.

R is for rolls broken into small pieces to be buttered and eaten. The same goes for bread. Both should be buttered while resting on the butter plate.

S is for soup eaten silently. To get the last mouthful of soup, tilt the bowl away from you and use your spoon. You should always dip your soup spoon away from you and drink from the side of the spoon.

T is for taking food from serving dishes. The serving spoon is to pick up the food with and the serving fork holds the food on the spoon. Never use your silver to take food from serving dishes.

U is for under table - where your feet belong.

V is for the spice of life - variety. You should be ready to try a variety of new foods. Don't insult your hostess by refusing something without sampling a few bites.

W is for wet spoons which never belong in the sugar bowl.

X is for x-ray showing curvature of the spine. If you tend to slump at the table, have this x-ray handy to prove you can't sit any other way. Otherwise, sit up straight and bring the food to you.

Y is for your perfect table manners.

Z is for the goal zeal you display in observing good manners always.

APPENDIX R

RESTAURANT MANNERS

- IF YOU WANT TO TALK TO SOMEONE AT ANOTHER TABLE, GO OVER TO THEIR TABLE.
- TALK QUIETLY SO THAT OTHERS IN THE RESTAURANT WILL NOT BE BOTHERED.
- EXCUSE YOURSELF IF YOU LEAVE THE TABLE.
- DO NOT PLACE PERSONAL BELONGINGS ON THE TABLE.
- PLACE YOUR NAPKIN ON YOUR LAP ONLY AFTER YOU HAVE ORDERED.
- MOTION DISCRETELY WITH YOUR HAND OR EYES IF YOU NEED SERVICE.
- IT IS IMPOLITE TO CONTINUE EATING WHEN A FRIEND STOPS AT YOUR TABLE. UNDER SOME CIRCUMSTANCES, YOU SHOULD STAND. A YOUNG WOMAN STANDS FOR AN OLDER WOMAN. A MAN STANDS FOR A WOMAN. BOTH MEN AND WOMEN STAND TO RESPECT A PERSON IN AUTHORITY.
- DO NOT GROOM YOURSELF AT THE TABLE.

APPENDIX S

STICKY SITUATIONS

Directions:

Divide class into small groups. Ask each group to act out inappropriate and appropriate ways of handling these situations:

- You have placed your order in a fancy restaurant thirty minutes ago. Some people who arrived after you have already been served. What do you do?
- You are in a restaurant and your food arrives cold. What do you do?
- You have finished eating in a restaurant. The waiter or waitress has not been pleasant and has not given good service. When figuring out the tip, what do you do?
- You are about to begin eating in a restaurant when you notice that there is a hair in your plate. What do you do?
- You have just finished eating in a restaurant. Your check arrives and you have been undercharged. What do you do?

APPENDIX T

FACTORS TO CONSIDER IN MEAL PLANNING

1. NUTRITION
2. FAMILY NEEDS
3. BUDGET
   - INCOME
   - AMOUNT ALLOWED
4. TIME
5. VARIETY
   - KINDS OF FOOD
   - COLOR
   - SIZE AND SHAPE
   - TEXTURE
   - FLAVOR
   - METHODS OF PREPARATION
   - FORMS
6. ACTIVITIES
7. LIKES AND DISLIKES
8. NUMBER OF PEOPLE
9 AGE
10. HEALTH
11. OCCUPATION
12. CLIMATE
13. SEASON

APPENDIX U

DID YOU KNOW?

- The first knife was probably made of stone.
- Early spoons were made of brass, slate, ivory, flint, silver, bronze and porcelain.
- Silver spoons were popular among the upper classes in the 1500's in Europe.
- In Italy, the first fork used for eating at the table was made of gold. It was made for a nobleman's daughter who claimed that she was too weak to pick up heavy foods with her fingers.
- The fork was considered to be jewelry by the English.
- Governor John Winthrop of Massachusetts brought the first fork to America.
- Before the 1700's, people used their own utensils when eating away from home.

APPENDIX V

BASIC TERMS

APPOINTMENTS:	DINNERWARE, FLATWARE, GLASSWARE, AND TABLE COVERINGS USED; DEPENDS ON TASTE, BUDGET, AND TYPE OF MEALS BEING SERVED.
CENTERPIECE:	DECORATION GENERALLY PLACED IN THE CENTER OF A TABLE.
COVER:	THE SPACE USED BY ONE PERSON AT A TABLE; USUALLY 24" IS ALLOWED.
DINNERWARE:	PLATES, BOWLS, AND CUPS.
FLATWARE:	KNIVES, FORKS, SPOONS, AND SERVING PIECES.
GLASSWARE:	GENERALLY REFERS TO DRINKING GLASSES.
TABLE COVERINGS:	TABLECLOTHS, NAPKINS, AND PLACEMATS.
TABLE MANNERS:	BEHAVIOR AT THE TABLE.
TABLE SETTING:	ARRANGEMENT OF THE TABLE COVERING, DINNERWARE, FLATWARE, AND GLASSWARE NEATLY ON THE TABLE.

APPENDIX W

BASIC TABLE SETTING GUIDELINES

1. DINNER PLATE IN CENTER, 1 INCH FROM THE EDGE OF TABLE.
2. FORK(S) TO THE LEFT OF PLATE, TINES UP.
3. NAPKIN TO LEFT OF FORK(S) WITH OPEN CORNER TOWARDS YOU.
4. KNIFE TO RIGHT OF PLATE, BLADE TOWARD PLATE.
5. SPOON TO RIGHT OF KNIFE.
6. WATER GLASS DIRECTLY ABOVE POINT OF KNIFE.
7. CUP AND SAUCER TO RIGHT OF SPOON.
8. SALAD PLATE TO LEFT OF FORK(S) OR ABOVE FORKS.

APPENDIX X

BASIC TABLE SETTING

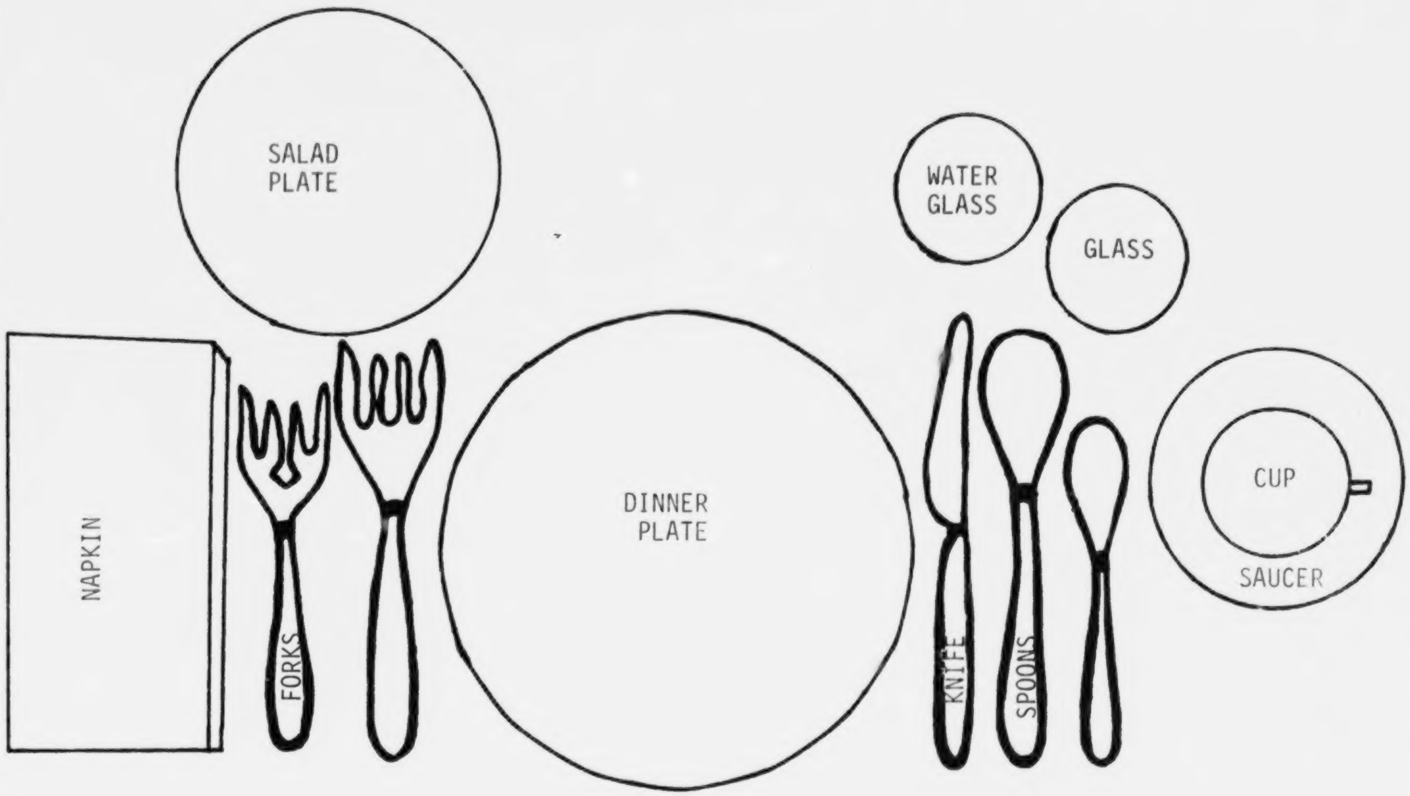

SALAD PLATE
WATER GLASS
GLASS
NAPKIN
FORKS
DINNER PLATE
KNIFE
SPOONS
CUP
SAUCER

TABLE DECORATIONS

-can make meals special

- should accent not dominate the table

- centerpiece should be of appropriate height and width

- carry theme of an occasion (Christmas, a birthday)

APPENDIX Z

TYPES OF SERVICE

BUFFET SERVICE: FOOD IS PLACED ON A LARGE TABLE IN SERVING DISHES. GUESTS SERVE THEMSELVES.

FAMILY SERVICE: FOOD IS PASSED AROUND THE TABLE IN SERVING DISHES, AND PEOPLE SERVE THEMSELVES.

FORMAL SERVICE: A WAITER OR WAITRESS SERVES GUESTS INDIVIDUALLY.

TEA OR RECEPTION SERVICE: SIMILAR TO BUFFET SERVICE BUT LIGHTER FOODS ARE SERVED.

PLATE SERVICE: FOOD SERVED IN KITCHEN ON INDIVIDUAL PLATES. PLATE IS BROUGHT TO TABLE AND PLACED AT EACH COVER.

APPENDIX AA

TABLE ETIQUETTE

1. Be neat and clean; always wash your hands.
2. Come to the table when the meal is ready.
3. Wait for everyone to be gathered before sitting.
4. Sit down from the left side of your chair.
5. If grace is said at the table, sit or stand quietly through it.
6. Unfold napkin and put it on your lap.
7. Do not use your own flatware to serve yourself from a bowl, plate, etc.
8. Do not start to eat until everyone has been served.
9. Sit up straight; keep your elbows near your sides.
10. Do not blow on hot foods.
11. Lift the food to your mouth.
12. Chew with your mouth closed.
13. Sip beverages.
14. Participate in pleasant conversation and do not argue.
15. Apologize in the event of an accident.
16. Do not blow your nose.
17. Break bread or rolls before buttering them.
18. Do not touch foods with your hands, except finger foods.
19. Remove fruit pits from your mouth with a spoon.
20. Remove a fish bone from your mouth with your fingers.
21. When you are not using your knife, place it across the top of the plate.

22. When you are finished eating, place your knife and fork
center of your plate.

23. At the end of the meal, leave your dishes in place on
Do not push them away from you, and do not stack them.

24. Before leaving the table, place your napkin to the lef
plate.

APPENDIX BB

BUYING A MAJOR APPLIANCE

THINGS TO THINK ABOUT:

. DO YOU HAVE ENOUGH MONEY?

. IS THE SIZE OF THE APPLIANCE ADEQUATE FOR YOUR NEEDS AND THE SPACE AVAILABLE?

. WHAT FEATURES ARE YOU LOOKING FOR IN THE APPLIANCE?

THINGS TO DO:

. COMPARISON SHOPPING.

. CHECK FOR ENERGY-SAVING FEATURES.

. BECOME FAMILIAR WITH THE QUALITY AND PERFORMANCE OF THE APPLIANCE.

. MAKE YOUR PURCHASE FROM A REPUTABLE DEALER.

. ASK THE SALESPERSON TO GIVE YOU A DEMONSTRATION OF THE APPLIANCE.

. FIND OUT ABOUT GETTING THE APPLIANCE SERVICED.

. FIND OUT IF THERE IS A FEE FOR DELIVERY AND INSTALLATION.

APPENDIX CC

BUYING SMALL PORTABLE APPLIANCES

THINGS TO THINK ABOUT:

. WILL YOU USE THE APPLIANCE OFTEN?

. IS THE BRAND A REPUTABLE ONE?

. DOES THE APPLIANCE MEET ALL SAFETY STANDARDS?

. IS IT EASY TO OPERATE AND CLEAN?

. CAN THE APPLIANCE BE STORED EASILY?

. IS IT THE RIGHT SIZE FOR YOUR NEEDS?

. IF THE APPLIANCE HEATS UP, ARE HANDLES AND CONTROLS HEAT RESISTANT?

. DOES THE APPLIANCE HAVE A GOOD WARRANTY?

. CAN THE APPLIANCE BE SERVICED IN YOUR AREA?

APPENDIX DD

WHAT IS IT?

Directions:

Divide class into groups. Select one student to serve as scorekeeper. Prepare a display of small food preparation utensils. Hold one utensil up and allow first group to identify it and explain its use. If group answers correctly, group scores one point. If an incorrect answer is given, second group is allowed to answer. Continue until all utensils are identified.

[illegible] DIX EE

UTENSIL BINGO

[illegible], write the name of a food preparation utensil from [illegible]

[illegible]

Blender
Pastry blender
Dry measuring cup
Peeler
Tongs
Pizza cutter
Cookie cutter
Cookie sheet
Potato masher

Sifter
Pastry brush
Metal spatula
Measuring spoons
Juicer
Slotted spoon
Funnel
Turner
Two-tined fork

Rolling pin
Liquid measuring
cup
Pot holders
Rubber scraper
Spoon rest
Meat tenderizer
Mixing bowls
Scale

b	i	n	g	o
		bonus ★		

UTENSIL BINGO

After all the cards are ready, read aloud one question at a time. Discuss the answer as a group; if the student has the answer written in one of his/her squares, it can be marked off. When a person has five in a row, he/she shouts "UTENSIL." Keep playing until all the questions have been asked.

Develop other questions and add to the list of answers.

1. Cuts flour and shortening when making pastries. pastry blender
2. Protects counter top or table while cutting. cutting board
3. Cups used for measuring dry and solid ingredients. dry measuring cups
4. Used for draining liquids from foods. colander
5. Incorporates air into flour and other dry ingredients. sifter
6. Used for beating or whipping foods. wire whisk
7. Levels off dry or solid ingredients when measuring. metal spatula
8. Used for grating foods into tiny pieces. grater
9. Clear, plastic, or glass cup used for measuring liquids. liquid measuring cup
10. Used for greasing pans and brushing breads with butter. pastry brush
11. Used for cooling foods. cooling rack
12. Used for rolling out doughs and pastries. rolling pin
13. Protects hands when working with hot pans. pot holder
14. Spoons used for measuring solid and liquid ingredients. measuring spoons
15. Used to remove skins from fruits and vegetables. peeler
16. Used for scraping food from cups, bowls, and pans. rubber scraper
17. Used for paring and cutting fruits and vegetables. paring knife

18. A spoon used for separating food from liquid. slotted

19. Used for lifting and turning hot foods. tongs

20. Used to place spoon on while cooking. spoon rest

21. Used to squeeze juice out of a food. juicer

22. Used to separate egg yolk from egg white. egg separa

23. Used to tenderize less tender cuts of meat. meat tend

24. Used to cut pizza. pizza cutter

25. Used to fill bottles or jars with liquid. funnel

26. Used for baking muffins and cupcakes. muffin pans

27. Used to serve slices of pie. pie server

28. Pan used for baking cookies. cookie sheet

29. Made of pottery, glass, metal or plastic and used fo
ingredients in. mixing bowls

30. Used to cut cookies and biscuits from rolled dough.
many shapes and sizes. cookie cutter

31. Used for weighing dry and solid ingredients. scale

32. Used to mash potatoes and other foods. potato mashe

33. Used to check the temperature of oven, refrigerator.
thermometer

34. Used to hold meats as they are carved. two-tined fo

35. Lifts or turns food such as pancakes. turner

APPENDIX FF

ORGANIZING YOUR KITCHEN

. PLACE ITEMS SO THAT THEY ARE EASILY OBTAINED AND STORED.

. PLACE EQUIPMENT, SUPPLIES, AND UTENSILS TOGETHER WHERE THEY ARE NEEDED AND USED.

. STORE THE MOST USED ITEMS WITHIN EASY REACH; STORE THE LEAST USED ITEMS THE FARTHEST AWAY.

APPENDIX GG

PERSONAL HYGIENE

1. WEAR CLEAN CLOTHES.
2. DO NOT OVERDRESS.
3. CHANGE UNDERGARMENTS FREQUENTLY.
4. COVER LONG HAIR WITH HAIRNET.
5. SEE DOCTOR IMMEDIATELY AT SIGNS OF ILLNESS.
6. DO NOT SMOKE.
7. AVOID BODY ODORS AND BAD BREATH.
8. KEEP FINGERNAILS CLEAN AND SHORT.
9. WASH HANDS OFTEN IN HOT, SOAPY WATER.
10. DO NOT TOUCH HAIR OR FACE WHILE WORKING.
11. DO NOT HANDLE FOOD IF YOU HAVE AN OPEN CUT OR SORE, UNLESS YOU WEAR PLASTIC GLOVES.
12. USE SEPARATE TOWELS FOR DRYING HANDS AND FOR WIPING DISHES.

APPENDIX HH

TIPS ON KEEPING THE KITCHEN CLEAN

. CLEAN WORK AREA BEFORE BEGINNING AND AS YOU WORK.

. USE CLEAN DISHTOWELS, SPONGES, AND DISHCLOTHS.

. CLEAN CUTTING UTENSILS AND BOARD AFTER USING.

. IF A UTENSIL FALLS ON THE FLOOR, WASH IT BEFORE USING IT AGAIN.

. WASH HANDS THOROUGHLY BEFORE PREPARING FOOD.

. ALWAYS USE A SEPARATE SPOON FOR TASTING; NEVER USE THE STIRRING SPOON.

APPENDIX II

DISHWASHING GUIDELINES

If you are right-handed,

- Wash dishes from right to left. Work from left to right if you are left-handed.
- Dishes should be washed using a clean dishcloth.
- Glassware should be washed first, then flatware, dinnerware, and cooking utensils.
- Dishes and utensils should be scraped immediately after using them.
- Rinse dishes having starch, milk or egg in cold water. Rinse other dishes in hot water.
- Wipe greasy pans with paper towels before washing.
- Scour pans that have hard-to-remove food.
- Dishwater should be changed when it gets cold or dirty.
- Hot, scalding water should be used to rinse washed dishes, etc.
- Let water drain from dishes, etc. a few minutes before drying them.
- Wash and wipe dry the table top, drainboard, and countertops.
- Clean the sink.

APPENDIX JJ

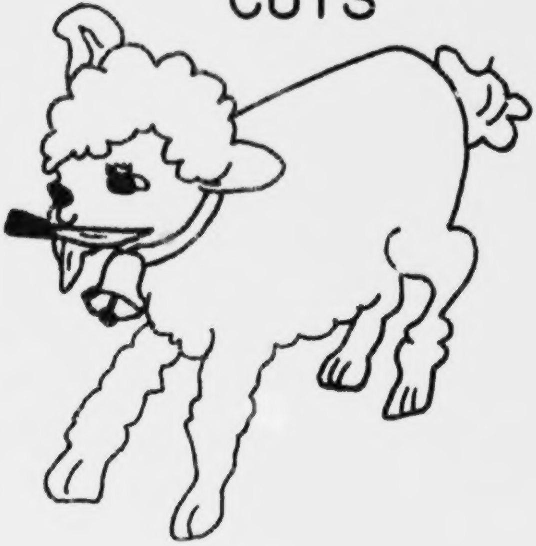
SAFETY PRACTICES

BURNS

Preventive Measures

1. Use padded potholders and mitts when handling hot items.
2. Know a plan of escape in case of a fire.
3. Never leave a pan of hot oil heating unattended.
4. Be careful of steam by opening lids away from you.

CUTS



1. Get rid of cracked or chipped glassware.
2. Wash knives separately.
3. Use kitchen tools only for their intended purpose.

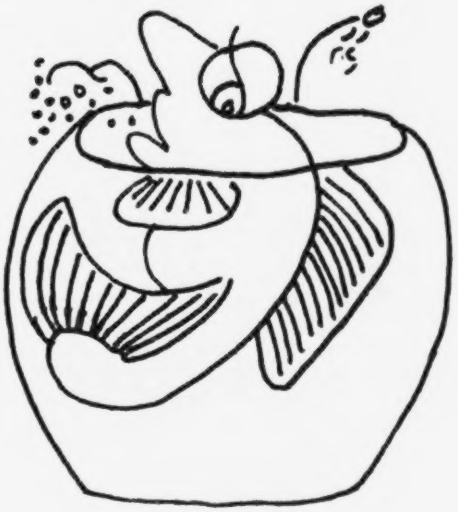
FALLS

1. Wipe up spills immediately.
2. Keep toys, etc. picked up off the floor.

ELECTRICAL SHOCK

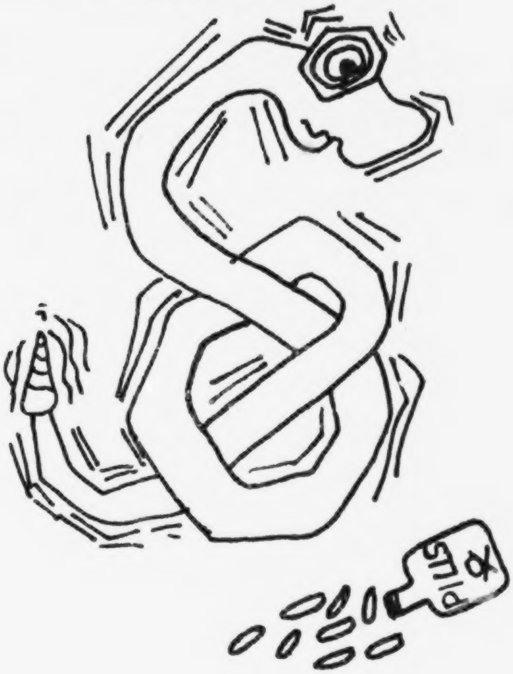
1. Do not pull electrical cord to unplug appliances.
2. Do not overload electrical circuits.
3. Do not plug or unplug appliances with wet hands.

CHOKING



1. Do not laugh or act silly while eating.
2. Learn first aid method to help victim.

POISONING



1. Keep a poison antidotes chart handy.
2. Keep medication and household cleaners out of the reach of children.

APPENDIX KK

FIRST AID TIPS

What do you do if someone...

-is choking?
.Use Heimlich Maneuver if food is lodged in the victim's throat.
.Call for medical help if victim is still in trouble.

-is suffering from electrical shock?
.Turn off power to appliance. Do not try to pull victim away. Use a nonconductor to pull victim away from the power source. Begin CPR. Call for medical help.

-has a burn?
.Place burned area in cold water or apply an ice bag to ease the pain.
.Do not break blisters.
.Do not apply greases, ointments, or powders.
.Obtain medical help immediately for extensive burns.

-has been poisoned?
.Obtain medical help immediately.
.Check the container for the antidote; call your nearest poison control center or hospital if there is no label on the container.
.Induce vomiting unless the victim has swallowed furniture polish, paint thinner, a petroleum product, or strong corrosive.
.Do not induce vomiting if victim is unconscious or having convulsions.

-has a cut?
.If the cut is small, wash it well with a neutral soap and water. Apply a bandage.
.If the cut is large, apply dressing and direct pressure over the wound, then bandage. Get medical help.

-has had a bad fall?
.Stop the bleeding and cover any wounds with a sterile dressing.
.Get medical help if a fracture is suspected and do not feed or move the victim.

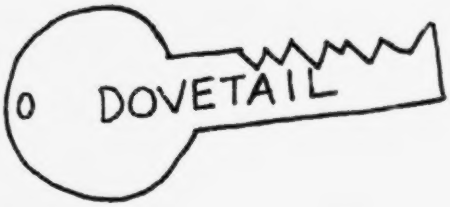
APPENDIX LL

HANDLING FOOD

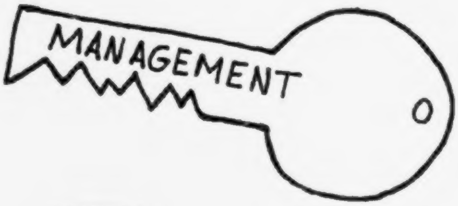
- Keep cold foods cold. When shopping, pick cold items up last and put them away first when you get home to prevent spoilage.
- Keep hot foods hot. Bacteria may begin to grow to dangerous levels if food is left at room temperature for more than two hours.
- Meat and poultry should be thawed in the refrigerator; not at room temperature.
- Foods should be wrapped properly for storage in the refrigerator and freezer.
- All foods should be used in the recommended storage time.
- Use defrosted foods as soon as possible, and do not refreeze foods unless ice particles can be seen.
- Poultry should be stuffed just before cooking. The stuffing should be removed immediately after poultry is cooked.
- Do not buy products in bulging, leaking or dented cans.
- Foods that have a questionable appearance or odor should never be used.
- When reheating leftovers, cover them to retain their moisture.

APPENDIX MM

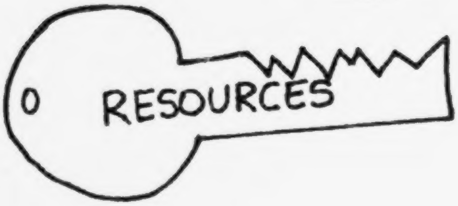
KEY TERMS IN MANAGEMENT



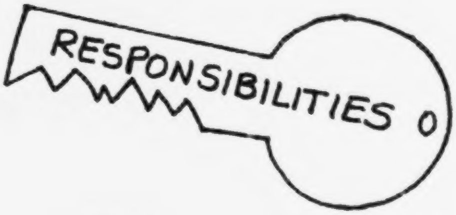
To do more than one task at a time.


MANAGEMENT

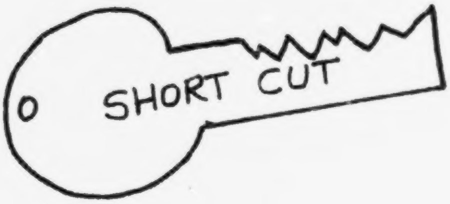
Effective use of resources to achieve a goal.



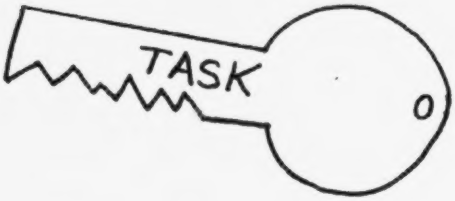
Things available that are used to achieve a goal (time, energy, money).


RESPONSIBILITIES

Tasks for which you are accountable.



A faster way of completing a task.



A job, duty, or assignment.

APPENDIX NN

MENU WRITING

1. CAPITALIZE ALL WORDS EXCEPT ARTICLES AND PREPOSITIONS.
2. THE ITEMS THAT COMPOSE MEALS SHOULD BE GROUPED BY COURSES, BEGINNING WITH THE FIRST. THE ITEMS OF COURSES ARE PRESENTED IN ORDER OF GREATEST CONSEQUENCE.

Broiled Sirloin Steak
Baked Potatoes Sour Cream
Broccoli
Hot Rolls

3. WHEN AN ITEM ON THE MENU HAS A SPECIAL ACCOMPANIMENT, YOU MAY EITHER PLACE THE MAIN ITEM TO THE LEFT AND THE ACCOMPANYING ITEM TO THE RIGHT, OR YOU MAY CENTER THE MAIN ITEM AND WRITE THE ACCOMPANYING ITEM UNDERNEATH.

Braised Pork Chops Applesauce

or

Braised Pork Chops
Applesauce

4. WHEN A DISH IS ACCOMPANIED BY TWO OR MORE ITEMS, CENTER THE FORMER AND SPACE THE LATTER ON THE SAME LINE TO THE RIGHT AND LEFT, OR WRITE THEM ON THE LINE BELOW.

Sesame Seed Wafers Chicken Consomme' Saltines
or
Chicken Consomme'
Sesame Seed Wafers Saltines Ry-krisp

5. THE BEVERAGE APPEARS AS THE LAST ITEM OF THE COURSE WITH WHICH IT IS SERVED.

6. SUCH ITEMS AS BUTTER, CREAM, SUGAR, OR SALAD DRESSING ARE NOT WRITTEN ON MENUS UNLESS THEY ARE PARTICULARLY INTERESTING OR DIFFERENT.

Head Lettuce with Thousand Island Dressing
or
Oatmeal Thin Cream

7. PLAN THE SPACING AND ARRANGEMENT OF THE ITEMS ON THE MENU SO THAT THE WRITTEN MENU IS SYMMETRICAL. ALLOW EXTRA SPACING BETWEEN COURSES. THIS EXTRA SPACE IS OFTEN OMITTED IN MENUS PRINTED IN BOOKS, MAGAZINES, AND NEWSPAPERS, IN ORDER TO SAVE SPACE.

French Onion Soup
Celery Sticks Whole Wheat Wafers Assorted Olives

Prime Rib Roast of Beef au Jus
Potato Souffle'
Asparagus with Hollandaise Sauce
Mixed Green Salad
Hot Rolls

Lemon Ice
Coffee

APPENDIX OO

Directions:

Organize the foods in each group in correct menu form. Write each menu applying the principles of menu writing.

Milk
Fried chicken
Peas
Mashed potatoes
Tossed salad
Fresh fruit salad
Bread
Butter

Pancakes
Milk
Maple syrup
Honeydew Melon

Iced tea
Broiled sirloin steak
Broccoli
Hot rolls
Baked potatoes
Sour cream

APPENDIX OO

ANSWER KEY

Fried Chicken
Mashed Potatoes Peas
Tossed Salad
Bread Butter
Fresh Fruit Cup
Milk

Honeydew Melon
Pancakes Maple Syrup
Milk

Broiled Sirloin Steak
Baked Potatoes Sour Cream
Broccoli
Hot Rolls
Iced Tea

APPENDIX PP

FORMS OF A RECIPE

Standard Form of Recipe

Corn with Onion
1/2 cup onion, diced
1/4 cup butter or margarine
17 ounces whole kernel corn, drained
1/4 teaspoon salt
dash pepper

Saute onion in butter or margarine 5 to 7 minutes. Stir in remaining ingredients. Heat to serving temperature. Makes 4 servings.

Action Form of Recipe

Barbecue Sauce

Assemble ingredients and utensils.
Heat:
1/4 cup salad oil
Add:
3/4 cup chopped onion
Cook until soft.
Add:
1 tablespoon brown sugar
1 cup catsup
1/2 cup water
3 tablespoons worcestershire sauce
1/3 cup lemon juice
2 tablespoons prepared mustard
1/2 teaspoon pepper
1 teaspoon salt
Simmer 15 minutes

Descriptive Form of Recipe

Broiled Grapefruit Cup

Ingredients	Amount	Procedure
Grapefruit, halved	2 medium	Remove fruit from grapefruit halves, leaving shells intact. Cut fruit into chunks. Discard seeds and membranes.
Pineapple chunks, drained	4 ounce can	Combine grapefruit chunks, pineapple, and banana. Spoon

		into grapefruit shell.
Bananas, sliced	1/2 cup	
Butter or margarine	1 tablespoon	Melt butter or margarine.
Coconut Brown sugar	1/4 cup 1/4 cup	Stir coconut and brown sugar into melted margarine. Spoon over fruit.
		Place filled grapefruit halves into microwave oven. Cook on high power for 2 minutes, rearranging once. Or heat until warm in regular oven, 175 C, 350 F.

Narrative Form of Recipe
Herbed Cauliflower

To cook cauliflower: Remove outer leaves and tough part of stem. Cut into flowerets. Drop in fast boiling, salted water and cook until crisp tender (about 10 minutes). Drain. Add herb and butter topping. Serve immediately.

Topping: Combine (1/2 cup) melted butter, (1 teaspoon) dill weed, (1 teaspoon) parsley flakes, (1/2 teaspoon) lemon juice.

APPENDIX QQ

ABBREVIATIONS

f.g.—few grains

tsp. or t.—teaspoon

T. or tbsp.—tablespoon

fl. oz.—fluid ounce

c.—cup

pt.—pint

qt.—quart

gal.—gallon

oz.—ounce

lb.—pound

hr.—hour

min.—minute

F—Fahrenheit

C—Celsius

deg. or°—degrees

in. or "—inch

APPENDIX RR

COOKING TERMS

BAKE - Cook in the oven.

BATTER - Thin mixture that can be poured or dropped. Also a coating for fried foods.

BEAT - Mix very fast with a spoon, fork, or electric mixer.

BLEND - Combine all ingredients until smooth and uniform.

BOIL - Heat liquid until bubbles continuously break the surface.

BROIL - Cook by direct heat, usually under heating unit in oven.

BROWN - Cook at low or medium heat, usually in a small amount of fat, until ingredients turn brown.

CHILL - Place in refrigerator until thoroughly cold.

CHOP - Cut into relatively small pieces with a knife.

COAT - Cover with a thin film of flour, bread crumbs, etc.

COMBINE - Stir together two or more ingredients until blended.

COOL - Allow hot ingredients to come to room temperature.

CREAM - Beat just until smooth, light, and fluffy.

CUBE - Cut into pieces about 1/2 inch on all sides.

DASH - One quick shake or sprinkle.

DICE - Cut into very small pieces of same size and shape.

DISSOLVE - Make a solid into liquid form.

DOT - Scatter small pieces of butter or margarine over top of food.

DOUGH - Thick mixture, firm enough to be kneaded or shaped with the hands.

DRAIN - Pour off liquid.

DUST - Sprinkle flour or sugar very lightly over food.

FAT - General term for butter, margarine, lard, vegetable shortening; also the drippings of meat and poultry.

FLOUR - Coat or dust with flour.

FOLD - Combine two mixtures with a gentle up-and-over motion using a rubber spatula or spoon until ingredients are blended.

FRY - Cook in hot oil or shortening until golden and crisp on all sides.

GRATE - Rub food on a grater to break it into fine particles.

GREASE - Rub bottom and sides of pan evenly with shortening or oil to prevent sticking.

INVERT - Turn upside down.

MELT - Make liquid by heating.

MINCE - Cut into very fine particles.

MIX - Combine ingredients together thoroughly.

PARE - Remove outer skin with a knife or sharp tool.

PEEL - Remove outer skin of vegetables and fruits.

PREHEAT - Heat oven before putting in the food.

PRICK - Pierce with a fork.

SAUTEED - Cook in a small amount of fat in a skillet until soft, but not brown (onions, etc.)

SCALD - Heat liquid just below the boiling point, until tiny bubbles appear around edges of the pan.

SHRED - Cut into thin pieces using large holes in a grater.

SIFT - Put dry ingredients through a sifter.

SIMMER - Cook over low heat until bubbles form slowly below the surface.

SLICE - Cut into thin, broad pieces.

SPRINKLE - Scatter over food.

STIR - Move spoon around in circles until separate ingredients combine.

TOSS - Tumble ingredients lightly with a lifting motion.

WELL - A hole made in dry ingredients into which you pour a liquid.

WHIP - Beat quickly with an electric mixer.

APPENDIX SS

COOKING TERMS

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O I O C U Y Q R A E A K D A Z V S Z Z I B G J V M J F Q
R J U E S D F M L V F R Y K F Y K G Q W N L X L E W A J
R A E S K P V I V V J E E Z L D R F N O Q S V R G H S Q
B K Z I K D O E G L B E T T V Y T R F R H O E A S G V R
J N P M C R E A M R U J O M N T T Y V M S U K G W U A E
S B K M B B D J J Y E C S E D L X V P K W P L P S J L Z
E U X E F N R Q W R D A S U Q S R U E P F P W W A K F E
P E A R E S N O H G M M S A Z E Q N Q X E N Y D N R B K
D I S L D Q L R W Y Q H G E C I I A Z S D K X I W U E A
X G B K B B K I G N K X G I K B R K F H R R R V C S Q Q
I Q P U S T Z N C J Y Z D R M G N P D L D P C M X H E T
M V E W I M O B T E E X M O P E E L O H S U J X F R V I
E E S J V A N M C L W L C I D Z K O N G W U T M J E Q Q
K K D L Q S P J B J E K I X X U T I O N V R B Q G D D D
C O O Q A L C K N A L V B P D V G F E A D R A I N B G C
F N U D M O X A U D K S Y E G Z A W V F X Z V R D A Z T
C W G C U A J V L W G E J U S C F Y W N P U S W I B I F
V H H D N C R E B D G F I H H S P M V S J N B W S W V U
E N I F U O T W K O K R C N J C U V B J D K N Y S I L T
Y E Y L I A D O T I I B R N V V L H B L R W E Q O K X C
J Q F C L T P R I C K L M E A E K W C A L O B I L F W P
X A A H W T O V C N E R E L F M R F Q A T E W V V A S T
X C V F M B H F V H D T L D X N E T X S Q T X H E T R A
Z T D L R E G L D X R E T X P R E H E A T C E N I I K S
S P C A N A T K B W W P M G X D U D D N L H J R T P P V
O L N Z S T C O O L L C M G R A T E U K P O I S S E K R
C L I S K H Q G A Q O K O A C U T R S B H P S B B M G Q
D L I A T Y A I W G X C T O D S I F T R L L X I O M P B
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THERE ARE 43 WORDS HERE - CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

BAKE
BEAT
BOIL
BROWN
CHOP
COMBINE
CUBE
DICE
DOT
DRAIN
FAT
FRY
GREASE
MELT
PARE
PREHEAT
SCALD
SIFT
SLICE
STIR
WELL
BATTER
BLEND
BROIL
CHILL
COAT
COOL
CREAM
DASH
DISSOLVE
DOUGH
DUST
FOLD
GRATE
INVERT
MIX
PEEL
PRICK
SHRED
SIMMER
SPRINKLE
TOSS
WHIP

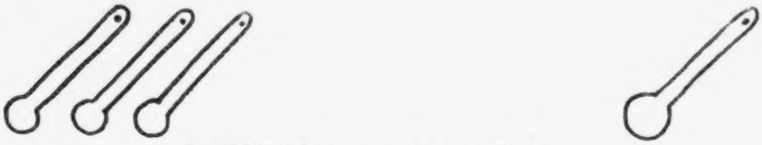
APPENDIX SS

ANSWER KEY

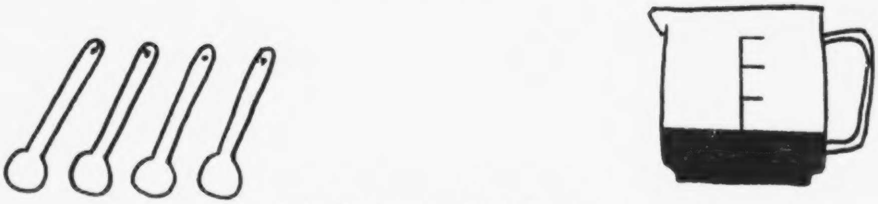
O	I	O	C	U	Y	Q	R	A	E	A	K	D	A	Z	V	S	Z	Z	I	B	G	J	V	M	J	P	Q
R	J	U	E	S	D	F	M	L	V	F	R	Y	K	F	Y	K	G	Q	W	N	L	X	L	E	W	A	J
R	A	E	S	K	P	V	I	V	V	J	E	E	Z	L	D	R	F	N	O	Q	S	V	R	G	H	S	Q
B	K	Z	I	K	D	O	E	G	L	B	E	T	T	V	Y	T	R	F	R	H	O	E	A	S	G	V	R
J	N	P	M	C	R	E	A	M	R	U	J	O	M	N	T	T	Y	V	M	S	U	K	G	W	U	A	E
S	B	K	M	B	B	D	J	J	Y	E	C	S	E	D	L	X	V	P	K	W	P	L	P	S	J	L	Z
E	U	X	E	F	N	R	Q	W	R	D	A	S	U	Q	S	R	U	E	P	F	P	W	W	A	K	F	E
P	E	A	R	E	S	N	O	H	G	M	M	S	A	Z	E	Q	N	Q	X	E	N	Y	D	N	R	B	K
D	I	S	L	D	Q	L	R	W	Y	Q	H	G	E	C	I	I	A	Z	S	D	K	X	I	W	U	E	A
X	G	B	K	B	B	K	I	G	N	K	X	G	I	K	B	R	K	F	H	R	R	R	V	C	S	Q	Q
I	Q	P	U	S	T	Z	N	C	J	Y	Z	D	R	M	G	N	P	D	L	D	P	C	M	X	H	E	T
M	V	E	W	I	M	O	B	T	E	E	X	M	O	P	E	E	L	O	H	S	U	J	X	F	R	V	I
E	E	S	J	V	A	N	M	C	L	W	L	C	I	D	Z	K	O	N	G	W	U	T	M	J	E	Q	Q
K	K	D	L	Q	S	P	J	B	J	E	K	I	X	X	U	T	I	O	N	V	R	B	Q	G	D	D	D
C	O	O	Q	A	L	C	K	N	A	L	V	B	P	D	V	G	F	E	A	D	R	A	I	N	B	G	C
F	N	U	D	M	O	X	A	U	D	K	S	Y	E	G	Z	A	W	V	F	X	Z	V	R	D	A	Z	T
C	W	G	C	U	A	J	V	L	W	G	E	J	U	S	C	F	Y	W	N	P	U	S	W	I	B	I	F
V	H	H	D	N	C	R	E	B	D	G	F	I	H	H	S	P	M	V	S	J	N	B	W	S	W	V	U
E	N	I	F	U	O	T	W	K	O	K	R	C	N	J	C	U	V	B	J	D	K	N	Y	S	I	L	T
Y	E	Y	L	I	A	D	O	T	I	I	B	R	N	V	V	L	H	B	L	R	W	E	Q	O	K	X	C
J	Q	F	C	L	T	P	R	I	C	K	L	M	E	A	E	K	W	O	A	L	O	B	I	L	F	W	P
X	A	A	H	W	T	O	V	C	N	E	R	E	L	F	M	R	F	Q	A	T	E	W	V	V	A	S	T
X	C	V	F	M	B	H	F	V	H	D	T	L	D	X	N	E	T	X	S	Q	T	X	H	E	T	R	A
Z	T	D	L	R	E	G	L	D	X	R	E	T	X	P	R	E	H	E	A	T	C	E	N	I	I	K	S
S	P	C	A	N	A	T	K	B	W	W	P	M	G	X	D	U	D	D	N	L	H	J	R	T	P	P	V
O	L	N	Z	S	T	C	O	O	L	L	C	M	G	R	A	T	E	U	K	P	O	I	S	S	E	K	R
C	L	I	S	K	H	Q	G	A	Q	O	K	O	A	C	U	T	R	S	B	H	P	S	B	B	M	G	Q
D	L	I	A	T	Y	A	I	W	G	X	C	T	O	D	S	I	F	T	R	L	L	X	I	O	M	P	B

APPENDIX TT

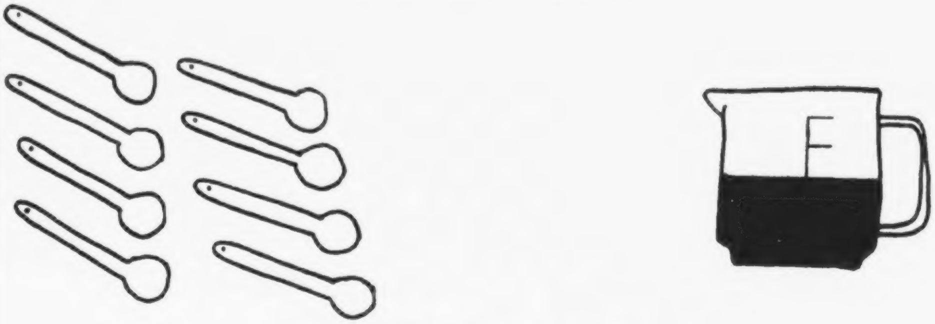
COMMON EQUIVALENTS



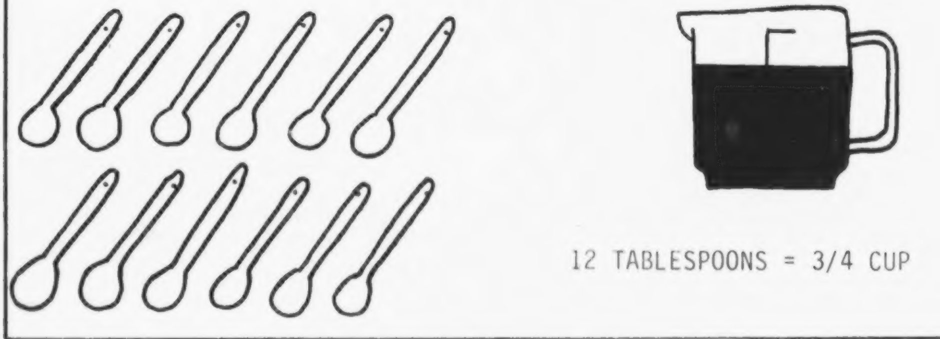
3 TEASPOONS = 1 TABLESPOON



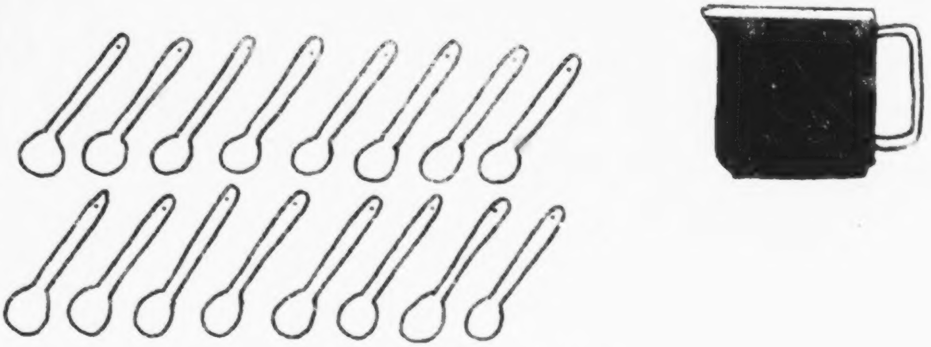
4 TABLESPOONS = 1/4 CUP



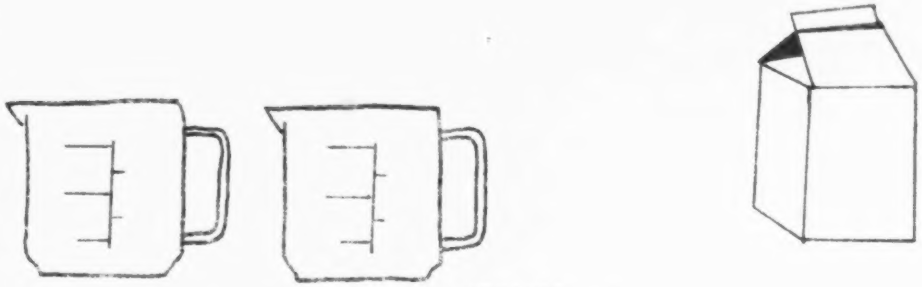
8 TABLESPOONS = 1/2 CUP



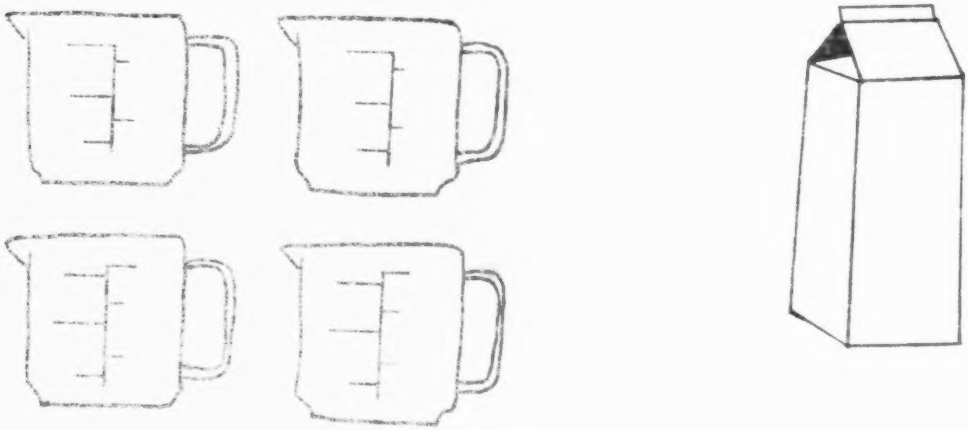
12 TABLESPOONS = 3/4 CUP



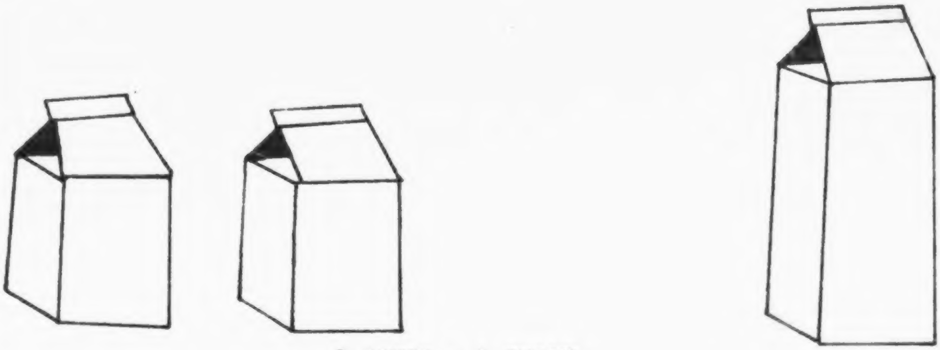
16 TABLESPOONS = 1 CUP



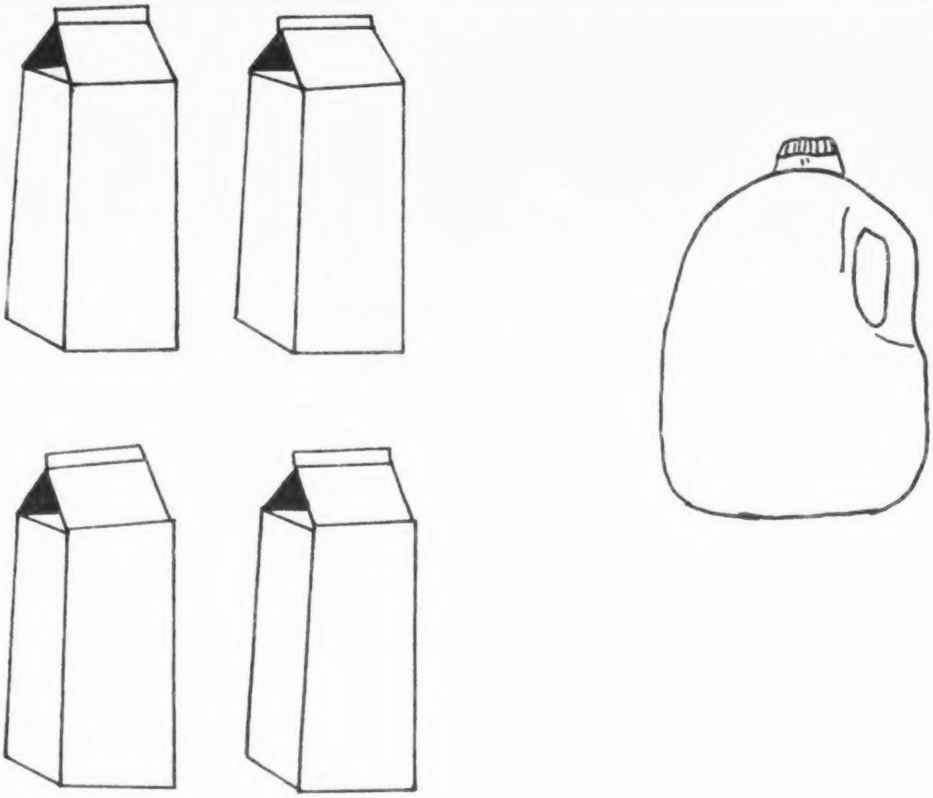
2 CUPS = 1 PINT



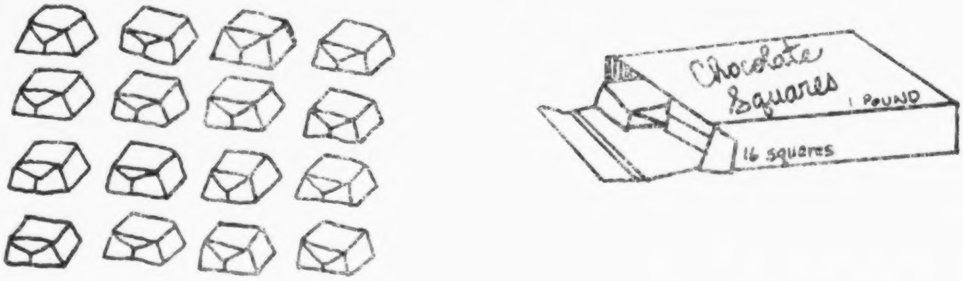
4 CUPS = 1 QUART



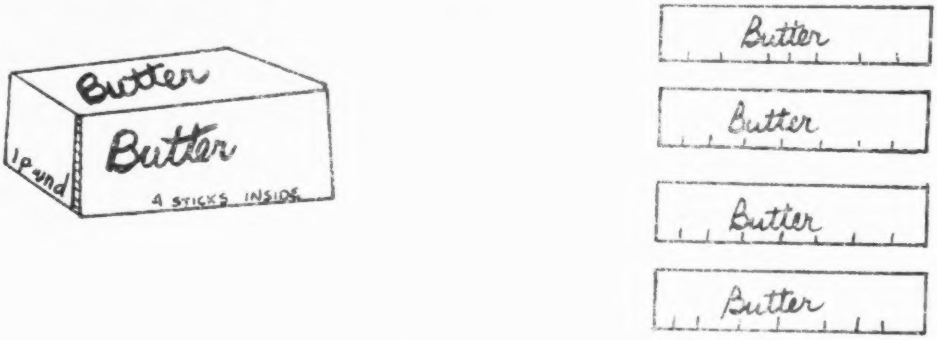
2 PINTS = 1 QUART



4 QUARTS = 1 GALLON


Chocolate Squares
1 POUND
16 squares

16 OUNCES = 1 POUND


Butter
Butter
1 pound
4 STICKS INSIDE
Butter
Butter
Butter
Butter

1 POUND BUTTER = 4 STICKS BUTTER

1 STICK BUTTER = 1/2 CUP BUTTER

APPENDIX UU

READING A RECIPE

Chocolate Chip Cookies

1/2 c. butter 5a

1/2 c. granulated sugar

3

1/4 c. brown sugar

2 eggs

2 t. vanilla 5b

1 c. all purpose flour

2

1/4 t. salt

1/2 t. baking soda

1 - 6 oz. pack semi-sweet chocolate pieces

5c

1 c. chopped nuts

Steps:

6a

1. Cream together butter, sugars, egg, and vanilla until light and fluffy.

6b

2. Stir together flour, salt, and baking soda. Stir into creamed mixture.
3. Blend well. 1
4. Stir in chocolate pieces and nuts. 5d
5. Drop from teaspoon 1 in. apart on a greased cookie sheet.

6c

6. Bake at 350° for 8-10 min.
7. Remove from cookie sheet to cool.

Yield - 3 doz. 4

6d 5e

Directions:

Read the recipe. Answer the questions below that refer to the numbered parts of the recipe.

1. Which part is this? ____

2. What are these? ____

3. What do these numbers tell? _______________________________

4. How many cookies will the recipe make? ____________________

5. What do these abbreviations mean?
   a. ____
   b. ____
   c. ____
   d. ____
   e. ____

6. What do these terms mean?
   a. ____
   b. ____
   c. ____
   d. ____

7. If you doubled this recipe, how much of these ingredients would you need? _______ butter, _______ granulated sugar, _______ brown sugar, __________ egg(s), __________ vanilla, __________ all purpose flour, __________ salt, _________ baking soda, _________ chocolate pieces, __________ chopped nuts.

8. If you halved this recipe, how much of these ingredients would you need? ______ butter, _______ granulated sugar, _______ brown sugar, _________ egg(s), __________ vanilla, _________ all purpose flour, _________ salt, __________ baking soda, _________ chocolate pieces, _________ chopped nuts.

APPENDIX UU

ANSWER KEY

1. Steps or directions

2. Abbreviations

3. Amounts

4. Three dozen or 36 cookies

5. a. cup
   b. teaspoon
   c. ounces
   d. inch
   e. dozen

6. a. cream - beat just until smooth, light, and fluffy.
   b. stir - move spoon around in circles until separated ingredients combine.
   c. grease - rub bottom and sides of pan evenly with shortening or oil to prevent sticking.
   d. yield - number of servings made by a recipe.

7. 1 cup butter
   1 cup granulated sugar
   1/2 cup brown sugar
   4 eggs
   4 teaspoons vanilla
   2 cups all-purpose flour
   1/2 teaspoon salt
   1 teaspoon baking soda
   2 - 6 ounce packages semi-sweet chocolate pieces
   2 cups chopped nuts

8. 1/4 cup butter
   1/4 cup granulated sugar
   1/8 cup brown sugar
   1 egg
   1 teaspoon vanilla
   1/2 cup all-purpose flour
   1/8 teaspoon salt
   1/4 teaspoon baking soda
   3 ounces semi-sweet chocolate pieces
   1/2 cup chopped nuts

APPENDIX VV

RECIPE MATH

Directions:

The recipe below serves ten people. Adjust the recipe and list the amount of each ingredient needed to make servings for five people and 20 people.

WHOLE WHEAT BREAD

3 c. whole wheat flour	Sift flour, measure 3 c.; add 3 t. baking powder and 1 t. salt, and sift
3 t. baking powder	
1 t. salt	Grease bread pan.
1/2 c. brown sugar	Turn oven to 350° F.
1/2 c. molasses	Place in a large bowl 1/2 c. sugar and 1/2 c. molasses; add egg and beat well.
3/4 t. soda	
2 T. hot water	Mix 3/4 t. soda with 2 T. water, and add to molasses mixture.
1 c. milk	
2 eggs	Add 1 c. milk to flour gradually; add 1 c. raisins and beat well.
1 c. seedless raisins	Pour into greased bread pan and bake in a moderate oven 350° F. for 1 hour.

Serves Ten

Ingredient	5 people	20 people
whole wheat flour		
baking powder		
salt		
brown sugar		
molasses		
soda		
water		
milk		
egg		
raisins		

APPENDIX VV

ANSWER KEY

Ingredient	5 people	20 people
whole wheat flour	1 1/2 cup	6 cups
baking powder	1 1/2 teaspoon	6 teaspoons
salt	1/2 teaspoon	2 teaspoons
brown sugar	1/4 cup	1 cup
molasses	1/4 cup	1 cup
soda	3/8 teaspoon	1 1/2 teaspoon
water	1 tablespoon	4 tablespoons
milk	1/2 cup	2 cups
egg	1 egg	4 eggs
raisins	1/2 cup	2 cups

APPENDIX WW

MARKET ORDER

Lab#____ Kitchen________________
Date of lab____________________
Group members:
.Manager______________________
.Asst. Manager________________
.Host_________________________
.Waiter_______________________
.Guest________________________

MENU:

AMOUNT	PRODUCT	AMOUNT	PRODUCT
	Fruits and Vegetables		Paper Goods
	Bread		Cleaning Supplies
	Bottled and Canned Items		Frozen Foods
	Seasonings		Dairy Products
	Staples		Meats

LAB PLANNING SHEET

NAME____________________
LAB#____________________
KITCHEN____________________
JOB____________________

MENU

COVER

WHO	TIME	DUTY	EQUIPMENT AND SUPPLIES
Everyone		Prepare for lab	1. apron, hairnet, lab sheet
Manager		1. Collect equipment needed to prepare main dish.	1.
		2. Collect supplies needed.	2. see recipe
		3. Prepare main dish.	3. see recipe
		4. Meal time.	
		5. Sweep and mop, if necessary.	5.
		6. Empty garbage, replace liner.	6.
		7. Help others.	
Assistant Manager		1. Collect equipment needed to prepare side dish.	1.
		2. Collect supplies needed.	2. see recipe
		3. Prepare side dish.	3. see recipe
		4. Meal time.	
		5. Help clear table and bring dishes to kitchen.	5.
		6. Dry and store dishes.	6.
		7. Help others.	
Waiter		1. Straighten dining room and clean dining table.	1.
		2. Straighten kitchen before the meal.	
		a. place drainer and board on counter	a.
		b. prepare dish water	b.
		c. stack dirty dishes next to sink	
		d. wipe counters clean and dry	d.
		e. begin washing dishes	

Host	[illegible]	
	2. Set table.	
	3. Collect equipment and supplies needed for water and beverage.	3.
	4. Help when needed.	
	5. Meal time.	
	6. Clear and clean dining table.	6.
	7. Help dry and store dishes.	7.
Helper	1. Fold and store dry towels.	
	2. Straighten bookshelves and dining room.	2.
	3. Straighten and sweep pantry.	3.
	4. Help when needed.	
	5. Meal time.	
	6. Set up washing machine.	
	7. Collect dirty towels and start washer.	7.

BEST COPY AVAILABLE

APPENDIX XX

BREAD AND CEREAL GROUP

I. Quick breads
    A. Types
        1. Batters
            a. Pour
            b. Drop
        2. Doughs
    B. Ingredients
        1. Flour
        2. Leavening
        3. Salt
        4. Fat
        5. Liquid
    C. Nutrient contributions
    D. Uses of quick breads
    E. Preparation
    F. Care and storage

II. Yeast breads
    A. Classes
        1. Loaf breads
        2. Rolls
        3. Deep fat fried breads
    B. Ingredients
        1. Flour
        2. Yeast
        3. Liquid
        4. Salt
        5. Sugar
        6. Shortening
    C. Principles of preparation
    D. Nutrient contributions
    E. Uses of breads
    F. Storage

III. Cereals
    A. Types
        1. Ready-to-eat
        2. Uncooked
        3. Partially cooked
    B. Nutrient contributions
    C. Uses of cereals
    D. Preparation principles
    E. Buying and storage

APPENDIX YY

SUGGESTED LABORATORY OPTIONS
BREADS AND CEREALS

*RICE

*PASTA

*OATMEAL

*GRITS

*PASTRY

*QUICKBREADS

- .BISCUITS
- .WAFFLES
- .PANCAKES
- .POPOVERS
- .MUFFINS
- .DOUGHNUTS

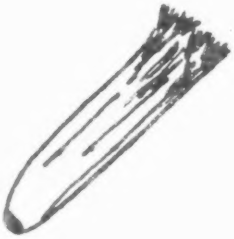
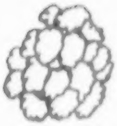
APPENDIX ZZ

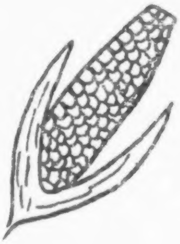
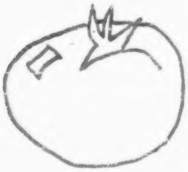
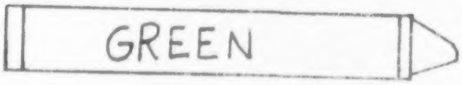
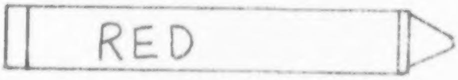
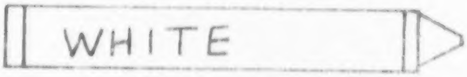
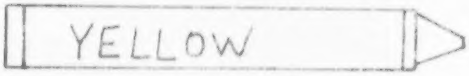
CLASSES AND FORMS OF FRUIT

CLASSES OF FRUIT	EXAMPLES
POMES (WITH CORES)	APPLES
DRUPES (WITH PITS)	CHERRY, NECTARINE, PEACH, PLUMS
BERRIES	BLACKBERRY, BLUEBERRY, GRAPE, RASPBERRY, STRAWBERRY
CITRUS	GRAPEFRUIT, LEMON, LIME, ORANGE, TANGERINE
MELONS	CANTALOUPE, HONEYDEW, WATERMELON
TROPICAL	AVOCADO, BANANA, DATE, FIG, KIWI FRUIT, MANGO, PAPAYA, PINEAPPLE
FRESH	APPLE, ORANGE, BANANA, PEACH, LEMON
PROCESSED	CANNED - APPLESAUCE, CRUSHED PINEAPPLE DRIED - PRUNE, RAISIN FROZEN - STRAWBERRY, ORANGE JUICE

APPENDIX AAA

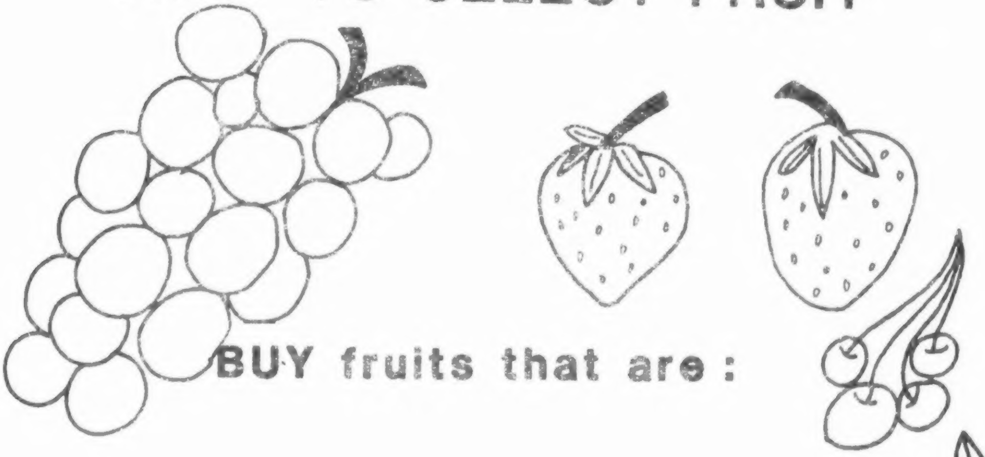
VEGETABLES

CLASSIFIED ACCORDING TO: PART OF PLANT	EXAMPLES
ROOT	BEET, CARROT, ONION, SWEET POTATO, TURNIP, RADISH
STEM 	ASPARAGUS, CELERY, MUSHROOM
LEAF	BRUSSELS SPROUT, CABBAGE, LETTUCE, PARSLEY, SPINACH
FLOWER 	BROCCOLI, CAULIFLOWER

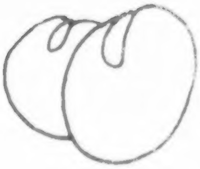
SEED 	BEAN, CORN, PEA, SOYBEAN
FRUIT 	CUCUMBER, EGGPLANT, OKRA, PEPPER, SQUASH, TOMATO
COLOR	
	BROCCOLI, BRUSSELS SPROUT, LEAFY VEGETABLES, PEAS
	BEET, RADISH, RED CABBAGE, RED ONION
	CAULIFLOWER, WHITE ONION, WHITE TURNIP
	CARROT, SQUASH, SWEET POTATO, YELLOW TURNIP

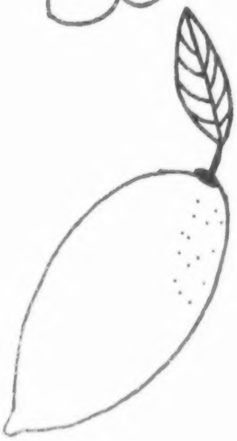
FLAVOR	
STRONG-FLAVORED	CAULIFLOWER, ONION, YELLOW TURNIP, WHITE TURNIP
MILD-FLAVORED	BEAN, CARROT, CORN, PEA, SQUASH

HOW TO SELECT FRUIT

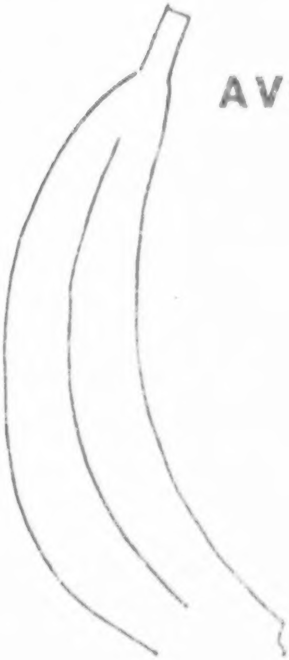


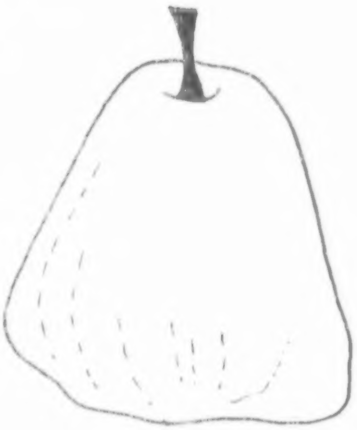
BUY fruits that are:





AVOID fruits that:





APPENDIX BBB

ANSWER KEY

HOW TO SELECT FRUIT

Buy fruits that are

Firm to touch
Right color
Well shaped
In right stage of ripeness
In good condition

Avoid fruits that are

Too soft
Too hard
Green or underripe
Damaged
Bruised
Decayed
Mildewed
Discolored

HOW TO SELECT FRESH VEGETABLES

BUY vegetables that are:

AVOID vegetables that are :

APPENDIX BBB

ANSWER KEY

How to Select Fresh Vegetables

Buy vegetables that are

- Right Color
- Crisp or Firm
- Medium Size
- Solid
- Heavy in Relation to Size

Avoid vegetables that are

- Wilted
- Shriveled
- Too Small
- Too Large
- Discolored
- Decayed
- Bruised

APPENDIX CCC

SUGGESTED LABORATORY OPTIONS
FRUIT AND VEGETABLES

*FRUIT CUP

*PIE FILLING

*WATERMELON BOAT

*CHOCOLATE DIPPED STRAWBERRY

*FRUIT SLUSH

*APPLESAUCE

*FRUIT COBBLER

*FRUIT CRUNCH

*STUFFED BAKED POTATO

*FRIED VEGETABLES

*CORN ON THE COB

*STUFFED BELL PEPPERS

*CASSEROLE

APPENDIX DDD

USES OF EGGS IN FOOD PREPARATION

- TO THICKEN LIQUIDS, AS IN THE MAKING OF CUSTARDS AND CERTAIN SAUCES
- AS A COATING FOR SOME FOODS THAT ARE TO BE FRIED
- TO BIND SEVERAL INGREDIENTS TOGETHER, AS IN VEGETABLE AND MEAT LOAVES AND CROQUETTES
- TO ADD COLOR, FLAVOR, AND STRUCTURE TO MOST BATTERS AND DOUGHS
- TO LEAVEN FOOD MIXTURES SUCH AS SOUFFLES AND SOME KINDS OF BATTERS BY INTRODUCING AIR
- TO MAKE MERINGUES, EMULSIONS, FRUIT WHIPS, AND EGGNOGS

APPENDIX EEE

EGG HUNT

A	C	A	N	D	L	I	N	G	C	O	L
I	U	Y	F	O	L	D	E	S	W	T	D
R	R	R	I	H	S	A	H	E	O	R	N
E	D	F	Q	U	A	E	M	U	L	S	I
L	L	C	K	O	L	E	T	D	C	A	B
B	E	T	A	L	U	G	A	O	C	L	N
M	T	L	N	S	O	G	H	E	N	M	E
A	D	R	I	E	D	Y	U	B	E	O	K
R	C	Z	E	E	K	G	F	K	G	N	C
C	E	I	T	J	N	C	A	T	S	E	I
S	K	A	O	I	L	B	I	O	A	L	H
B	O	G	R	A	D	E	P	H	U	L	T
C	Q	E	P	E	L	D	D	O	C	A	R
O	M	E	L	E	T	S	T	H	E	A	T

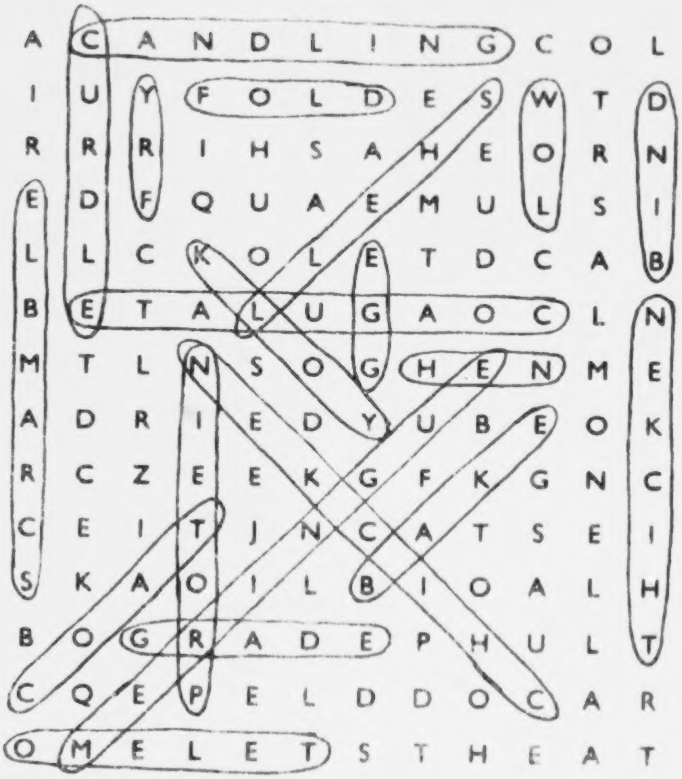
THERE ARE 20 WORDS HERE - CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

BAKE
BIND
CANDLING
CHICKEN
COAGULATE
COAT
CURDLE
EGG
FOLD
FRY
GRADE
HEN
LOW
MERINGUE
OMELET
PROTEIN
SCRAMBLE
SHELL
THICKEN
YOLK

APPENDIX EEE

ANSWER KEY



A	C	A	N	D	L	I	N	G	C	O	L
I	U	Y	F	O	L	D	E	S	W	T	D
R	R	R	I	H	S	A	H	E	O	R	N
E	D	F	Q	U	A	E	M	U	L	S	I
L	L	C	K	O	L	E	T	D	C	A	B
B	E	T	A	L	U	G	A	O	C	L	N
M	T	L	N	S	O	G	H	E	N	M	E
A	D	R	I	E	D	Y	U	B	E	O	K
R	C	Z	E	E	K	G	F	K	G	N	C
C	E	I	T	J	N	C	A	T	S	E	I
S	K	A	O	I	L	B	I	O	A	L	H
B	O	G	R	A	D	E	P	H	U	L	T
C	Q	E	P	E	L	D	D	O	C	A	R
O	M	E	L	E	T	S	T	H	E	A	T

APPENDIX FFF

SUGGESTED LABORATORY OPTIONS
MEATS

*HAMBURGERS

*GROUND MEAT TACOS

*MEAT PIES

*FRIED CHICKEN

*CASSEROLES

*QUICHE

*OMELET

*SALADS

*BEANS

*BAKED FISH

*TUNA SALAD

*BASIC EGG DISHES

APPENDIX GGG

MILK SHAKE

Directions:

Using the word list, complete each sentence below.

CUSTARD
BUTTERMILK
ICE CREAM
HOMOGENIZED
FOUR
EGGNOG
PHOSPHORUS
WHOLE

PASTEURIZED
CREAM
DAIRY
PROTEIN
CHEESE
VITAMIN D
DRIED

BUTTER
SKIM
CALCIUM
YOGURT
USDA
COW
EVAPORATED

1. _ _ _ _ _ _ _ is made by fermenting partially skimmed milk with a special acid-forming bacteria. It can be a dessert or frozen and served on a stick like ice cream bars.
2. _ _ _ _ _ _ _ _ _ _ _ milk is milk that has been heated to destroy harmful organisms.
3. A teenager should drink at least _ _ _ _ glasses of milk each day.
4. When the cream in milk is mixed up so that it will not rise to the top or separate, the milk is _ _ _ _ _ _ _ _ _ _ _.
5. Milk is fortified with _ _ _ _ _ _ _ _ _.
6. _ _ _ _ _ _ is a drink usually served for holidays. It is made from eggs and milk.
7. A _ _ _ is the animal which provides most of the world's drinking milk.
8. Milk with few calories which has most of the cream removed is called _ _ _ _ milk.
9. Milk is an excellent source of this nutrient: _ _ _ _ _ _ _
10. Swiss, American, cheddar, and Parmesan are just a few of the kinds of _ _ _ _ _ _ which are made from milk.
11. _ _ _ _ _ _ is a milk product used on bread as a spread.

12. A nutritious dessert that is similar to pudding but is baked is _ _ _ _ _ _ _.

13. Milk is a good source of these two minerals: _ _ _ _ _ _ _ _ and _ _ _ _ _ _ _ _ _ _ _.

14. _ _ _ _ _ _ _ _ _ _ _ _ is made from skim milk to which a bacterial culture has been added.

15. The place where milk is pasteurized, homogenized, and processed into many products is a _ _ _ _ _.

16. The _ _ _ _ establishes grades for food.

17. The part of milk which is sometimes whipped as a dessert topping is _ _ _ _ _. A frozen dessert made from it is _ _ _ _ _ _ _ _.

18. _ _ _ _ _ _ _ _ _ _ _ _ milk is whole milk that has been heated to remove more than half the water content.

19. _ _ _ _ _ milk has had all of the moisture removed.

20. _ _ _ _ _ milk contains all the nutrients milk has to offer.

APPENDIX GGG

ANSWER KEY

1. Yogurt
2. Pasteurized
3. four
4. homogenized
5. Vitamin D
6. Eggnog
7. cow
8. skim
9. protein
10. cheese
11. Butter
12. custard
13. calcium, phosphorus
14. Buttermilk
15. dairy
16. USDA
17. cream, ice cream
18. Evaporated
19. Dried
20. whole

APPENDIX HHH

MILK FOR PEOPLE WHO DON'T DRINK IT

HERE ARE SOME IDEAS FOR GETTING MILK INTO THE DIET OF PEOPLE WHO DON'T DRINK IT.

.SUBSTITUTE MILK FOR WATER WHEN COOKING.

.ADD DRY MILK TO PANCAKE OR MUFFIN RECIPES.

.EAT FROZEN YOGURT FOR A SNACK OR DESSERT.

.EAT CREAM SOUPS SUCH AS CREAM OF CHICKEN.

.MAKE TOMATO SOUP WITH MILK.

.MAKE CUSTARDS AND PUDDINGS IN MANY FLAVORS FOR DESSERTS OR SNACKS.

.DRINK EGGNOG OR FLAVORED MILKS.

.INCLUDE SOME CREAMED VEGETABLES IN YOUR DIET.

.USE CASSEROLE RECIPES THAT INCLUDE MILK.

.POUR MILK OVER FRESH STRAWBERRIES OR BLUEBERRIES.

APPENDIX III

SUGGESTED LABORATORY OPTIONS

MILK AND MILK PRODUCTS

ORANGE JULIUS

SHAKES AND MALTS

HOT CHOCOLATE

CUSTARDS

PUDDINGS AND PIE FILLINGS

CREAM SOUPS

ICE CREAM

APPENDIX JJJ

SUGGESTED LABORATORY OPTIONS

OILS AND FATS

COOKIES

CAKES

PIES

FRIED FOODS

APPENDIX KKK

INTERVIEW QUESTIONS

- What is your job title?
- What educational requirements are necessary for this job?
- What are your job responsibilities?
- What are the typical working hours for someone in this profession?
- What are the chances of promotion in this profession?
- What are the pros and cons of your profession?
- What is the salary range for someone in this profession?
- How long have you been in this profession? ____________________
- Do you plan to remain in this profession? ____________________

UNIT TEST

FOOD AND NUTRITION

PART I:

Directions: Match each phrase in Column A to the term in Column B that it describes. Write the letter of the answer in the space provided.

		COLUMN I		COLUMN II
______	1.	Gives work energy for body activities and heat energy for maintenance of body temperature.	A.	Protein
______	2.	The Recommended Daily Allowances for nutrient and calorie intake for healthy people.	B.	Fad diet
______	3.	Crash programs to alter weight.	C.	Carbohydrates
______	4.	A code of parallel lines and numbers which are read by an electronic checkout system.	D.	RDA
______	5.	Binge eating followed by purging.	E.	Calories
______	6.	Soup of meat, okra, tomatoes, green peppers, and seasoning.	F.	Vitamin
______	7.	Pasteurized milk that has had fat globules broken down into smaller ones.	G.	Open dating
______	8.	To do more than one task at a time.	H.	Anorexia nervosa
______	9.	Dates on food packages that help the consumer get food that is fresh and wholesome.	I.	Bulimia
______	10.	Raw milk that has been heated to destroy disease causing bacteria.	J.	Water
______	11.	Builds and renews body tissues and supplies energy.	K.	Fat
______	12.	Regulates body processes, aids in regulating body temperature and carries nutrients to body cells and waste products away from them.	L.	UPC
______	13.	Butter and salad oils are food sources of this nutrient.	M.	Dovetail
______	14.	An illness caused by an obsession with food.	N.	Management
______	15.	Effective use of resources to achieve a goal.	O.	Gumbo
______	16.	Nutrient needed to keep skin, mouth, and eyes in a healthy condition.	P.	Homogenized
______	17.	Unit for measuring energy and quantities of heat.	Q.	Pasteurized
			R.	Family service

PART II: TRUE-FALSE

Directions: In the blank provided to the left of each statement, write "T" if the statement is TRUE, write "F" if the statement is FALSE.

_____ 1. Maintaining ideal weight is one good dietary guideline to follow.

_____ 2. A good diet has a strict, rigid schedule that encourages you to lose weight.

_____ 3. The UPC tells the style or form of products inside the container.

_____ 4. Meat served in a white sauce is served a la broche.

_____ 5. The salad plate goes to the left of the fork.

_____ 6. If you want to talk to someone at another table, motion discretely with your hand or eyes until you get their attention, then go over to their table.

_____ 7. The fork and knife are placed to the left of the plate.

_____ 8. Use a spatula for scraping food from cups, bowls and pans.

_____ 9. In menu writing, you should capitalize all words.

_____ 10. A two-tined fork is used for lifting and turning hot foods.

_____ 11. When eating soup, dip the soup spoon away from you.

_____ 12. At the end of the meal, the napkin should be placed unfolded to the left of the plate.

_____ 13. The dinner plate is placed to the left of the cover, 2 inches from the table edge.

PART III: LISTING

Directions: Answer the following with short answers.

1. List the Basic Five Food Groups, two sources of each group, and the daily requirements for a teenager.

	Group	Sources	Requirements
1.			
2.			
3.			
4.			
5.			

2. List five benefits of exercise.

3. List five factors to consider in meal planning.

4. Listed are three common kitchen accidents. List the steps that could help to prevent each accident.
   a. Burns

b. Cuts

c. Poisoning

5. Name the six nutrients. Give one source and one function of each nutrient.

	NUTRIENT	SOURCE	FUNCTION
1.			
2.			
3.			
4.			
5.			
6.			

PART IV: MULTIPLE CHOICE

Directions: In the space provided write the letter of the answer that best completes each statement.

_____ 1. Which of the following is not a nutrient?
- a. minerals
- b. oxygen
- c. protein
- d. fats

_____ 2. Wheat, rice, and corn are examples of this group of foods.
- a. legumes
- b. vegetables
- c. cereals
- d. fats

_____ 3. A study of foods and the use of this food by the body is called:
- a. nutrition
- b. eating
- c. digestion
- d. mineralogy

_____ 4. People who take in more calories than they burn up will tend to:
- a. maintain body weight
- b. gain weight
- c. lose weight
- d. both c and d

______ 5. To heat liquid just below the boiling point until tiny bubbles appear around the edges is to:
- a. heat
- b. boil
- c. scald
- d. simmer

______ 6. To beat quickly with an electric mixer is to:
- a. blend
- b. cream
- c. mix
- d. whip

______ 7. One stick of butter is equal to how many cups of butter?
- a. 1/2 cup
- b. 1 cup
- c. 1/4 cup
- d. 1/3 cup

______ 8. To stir together two or more ingredients until blended is to:
- a. mix
- b. combine
- c. knead
- d. whip

______ 9. The menu term "au gratin" refers to food prepared with a:
- a. white sauce
- b. tomato sauce
- c. mushroom sauce
- d. cheese sauce

______ 10. At the end of the main course silverware should be placed:
- a. on the table
- b. on either side of the plate
- c. side by side in the center of the plate
- d. side by side above the plate

PART V: SHORT COMPLETION

Directions: In the space provided to the left of each phrase, write the term that best completes the phrase.

________________ 1. Protects hands when handling hot foods.

________________ 2. Utensil used to drain liquids from food.

________________ 3. A faster way of completing a task.

________________ 4. Tasks for which you are accountable.

________________ 5. Cover with a thin film of flour, bread crumbs, etc.

________________ 6. Thin mixture that can be poured or dropped.

________________ 7. To remove outer skin on vegetables and fruit.

________________ 8. The arrangement of linens, dinnerware, flatware and glassware on a table.

________________ 9. _ _ _ quarts are equal to one gallon.

________________ 10. One pound is equal to _ _ _ ounces.

UNIT TEST - ANSWER KEY

FOOD AND NUTRITION

PART I: MATCHING

1.	C	10.	Q
2.	D	11.	A
3.	B	12.	J
4.	L	13.	K
5.	I	14.	H
6.	O	15.	N
7.	P	16.	F
8.	M	17.	E
9.	G		

PART II: TRUE-FALSE

1.	T	6.	F	11.	T
2.	F	7.	F	12.	T
3.	F	8.	F	13.	F
4.	F	9.	F		
5.	T	10.	F		

PART III: LISTING

1.

	GROUP	SOURCES	DAILY REQUIREMENTS
1.	Milk and milk products	variety of answers	4 servings
2.	Meat	variety of answers	2 servings
3.	Fruits and vegetables	variety of answers	4 servings
4.	Bread and cereals	variety of answers	4 servings
5.	Fats and sweets	variety of answers	0 servings

2. (any of these)
   Improves appearance
   Promotes good health
   Increases energy
   Improves coordination
   Improves flexibility
   Maintains weight
   Regulates appetite

3. (any 5 of these)
   Nutrition
   Family needs
   Budget
   Time
   Variety
   Activities
   Likes and dislikes
   Number of people
   Age
   Health
   Occupation
   Climate
   Season

4. Burns - 1. Use padded potholders and mitts when handling hot items.
   2. Know a plan of escape in case of a fire.
   3. Never leave a pan of hot oil heating unattended.
   (Others are acceptable)

   Cuts - 1. Discard cracked or chipped glassware.
   2. Wash knives separately.
   3. Use kitchen tools only for their intended purpose.

   Poisoning -
   1. Keep medication and household cleaners out of the reach of children.

5.

NUTRIENT	SOURCE	FUNCTION
1. Vitamins	will vary	will vary
2. Minerals		
3. Fats		
4. Protein		
5. Water		
6. Carbohydrates		

PART IV: MULTIPLE CHOICE

1. b
2. c
3. a
4. b
5. c
6. d
7. a
8. b
9. d
10. c

PART V: SHORT COMPLETION

1. Pot holder
2. Colander
3. Short cut
4. Responsibilities
5. Coat
6. Batter
7. Peel
8. Table setting
9. Four
10. Sixteen

UNIT FIVE

FUTURE HOMEMAKERS OF AMERICA

INTRODUCTION

The Future Homemakers of America organization promotes the development of leadership qualities in youth. As an integral part of the home economics curriculum, membership is open to all students enrolled in home economics. This unit in Future Homemakers of America teaches students the basics of the program and encourages student participation in STAR Event activities.

COMPETENCIES

1. Develop an awareness of the history, purposes, and traditions of the FHA organization.
2. Identify activities at each level of the FHA organization.
3. Use parliamentary procedure at meetings.
4. Develop an awareness of the "Power of One."
5. Organize a plan for participation in STAR Events.
6. Describe qualifications, duties, and responsibilities of each officer.
7. Develop an awareness of FHA publications.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Be familiar with the history, purposes, and traditions of the FHA organization.
2. Become familiar with activities at the various levels of the FHA organization.
3. Demonstrate the ability to use parliamentary procedure.
4. Become aware of the "Power of One."
5. Organize a plan for participation in STAR Events.
6. Describe qualifications, duties, and responsibilities of each

officer.

7. Be familiar with FHA publications.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will demonstrate a knowledge of the history, purposes, traditions, and organizational levels of Future Homemakers of America.
2. In a mock meeting, students will demonstrate knowledge of and skill in using parliamentary procedure.
3. As a class project, students will compile a scrapbook following the guidelines of "Power of One."
4. As an individual project or as a group, students will participate in STAR Events.
5. Through class activity, students will recognize the qualifications, duties, and responsibilities of each officer.
6. At a chapter meeting, students will review FHA publications.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of Future Homemakers of America. Use the materials in the appendix to enhance the presentation of subject matter in the classroom. Invite former/present students, officers, or members to share their personal FHA experiences. The Louisiana FHA Adviser's Handbook and the Youth Centered Leadership Handbook should be used as supplementary guides.

SUGGESTED INTEREST APPROACHES

1. Plan and carry out a mock FHA meeting.
2. Construct FHA bulletin board.
3. Invite established or former FHA members/officers to speak to students.
4. Encourage participation in FHA STAR Event activities.

UNIT OUTLINE

FUTURE HOMEMAKERS OF AMERICA

I. Future Homemakers of America

    A. History
    B. Purposes
    C. Goal
    D. Traditions
    E. Organizational levels
    F. Activities
    G. Types of chapters

II. Parliamentary procedure

    A. Introduction
    B. Purpose
    C. Benefits
    D. Terms
    E. Order of business
    F. Types of motions

III. Power of One

    A. Introduction
    B. Benefits
    C. Purposes
    D. Modules
    E. Levels of recognition
    F. Divisions
    G. Eligibility
    H. Requirements
    I. Evaluation

IV. STAR Events

    A. Types
    B. Plan for participation

V. Leadership roles

    A. Characteristics of a leader
    B. Officers
        1. Characteristics
        2. National officers
        3. State officers
        4. District officers

   5. Parish officers
   6. Local officers

VI. FHA publications

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1. Vocational education student organization	Writing	1. List the nine vocational student organizations.
Future Homemakers of America	Reading	2. View FHA scrapbook of previous years. Discuss.
	Reading	3. View and discuss bulletin board "Blast Off with FHA."
	Reading	4. Discuss study sheet of "Historical Highlights."
	Reading	5. View and discuss transparency of the purposes of the FHA organization.
	Reading	6. View and discuss transparency on the FHA goals.
	Reading	7. View transparency on FHA motto.
	Reading	8. Using handout, read and recite FHA creed.
	Reading	10. Using handout, participate in Emblem Ceremony.
	Reading	11. Using handout, discuss rules for wearing emblem and pin.
	Reading	12. Using handout and official handbooks, review FHA ceremonies.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	13. Discuss organizational levels of the FHA organization.
	Reading	14. Discuss Louisiana FHA districts using transparency.
	Reading Writing	15. List states in Southern Region using transparency.
	Writing	17. Brainstorm to develop a list of possible fund-raising activities.
	Reading	18. Use "Planning Process" to select service projects that would be of benefit.
	Reading	21. Review informational materials on FHA-YFU Scholarship Program.
	Reading	22. List types of FHA Chapters.
Objective 2. Parliamentary procedure	Reading	1. Discuss purpose and benefits of using parliamentary procedure.
	Reading	2. Define terms of parliamentary procedure using handout or transparency.
	Reading	3. Review "Order of Business" using handout.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	6. Using transparency, write a definition of the types of motions.
	Reading	7. Participate in "FHA/HERO Fact and Parliamentary Procedure Test" STAR Event.
Objective 3. Power of One	Reading	1. View bulletin board introducing "Power of One."
	Reading	2. Discuss benefits and purpose of "Power of One" projects using transparency.
	Reading	3. Become familiar with the five modules in "Power of One."
	Reading	4. Discuss levels of recognition, divisions, eligibility, and requirements of "Power of One" using transparency or handout.
	Reading	6. Using "Planning Process," develop a plan for selecting and completing "Power of One" module.
	Reading Writing	7. Using plan developed, compile scrapbook meeting requirements of "Power of One."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 4. STAR Events	Reading	1. View bulletin board introducing STAR Events.
	Reading	3. View visuals (transparencies, flip chart, posters, etc.) on STAR rules and regulations.
	Reading Writing	4. Develop a calendar for participating in STAR Events.
Objective 5. Leadership	Reading	2. Complete activity sheet "The Leader Ship." Discuss.
	Reading	3. Develop a plan for becoming a leader using contract provided.
	Reading	4. Read and discuss "Characteristics of a Leader."
	Reading	5. Become aware of characteristics of a good officer by reading handout.
	Reading	6. View transparency "The National FHA Officer."
	Reading	7. Discuss duties and responsibilities of state officers using Louisiana Adviser's Handbook Future Homemakers of America.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	8. Using the district, parish, or local constitution, become familiar with officer responsibilities at each level.
	Reading Writing	9. Using worksheet, develop a plan for assuming a leadership role.
	Reading	10. Read and discuss poem "Be the Best of Whatever You Are" in Appendix CC.
Objective 6. Publications	Reading	1. View a display of FHA publications.
	Reading	2. Read an article in one FHA publication. Discuss.
	Writing	3. Write an article for Teen Times or the FHA'ers Newsletter.

SUPPLEMENTARY MATERIALS

AUDIOVISUALS

Wiltse, Clo and Pam Parsons. FHA Facts. Volburg, Montana: Clo's Line Software, Inc., 1984.

Nolan, Mary Lee. Basic Parliamentary Procedure. Huntsville, Texas: Educational Filmstrips, 1977.

Publications

Bourgeois-Hedman, Jeanine. Techniques. Reston, Virginia: Future Homemakers of America, 1979.

Families and Futures. White Plains, New York: March of Dimes.

FHA/HERO Bulletin Board Ideas. Thibodaux, Louisiana: Nicholls State University, 1980.

Louisiana Adviser's Handbook Future Homemakers of America. Baton Rouge, Louisiana: Louisiana Department of Education, 1984.

RESOURCES

Home Economics I Basic Core. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1977.

Louisiana Adviser's Handbook Future Homemakers of America. Baton Rouge, Louisiana: Louisiana Department of Education, 1984.

Louisiana Association FHA/HERO Date Marker. Baton Rouge, Louisiana: Louisiana Department of Education, 1984.

Power of One. Reston, Virginia: Future Homemakers of America, Inc., 1985.

Youth Centered Leadership. Future Homemakers of America, Inc., 1910 Association Drive, Reston, Virginia 22091, 1982.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. On a written test, students will demonstrate a knowledge of the history, purposes, traditions, and organizational levels of Future Homemakers of America.

Unit Content	Learning Activities
Vocational education student organizations --American Industrial Arts Student Association --Distributive Education Clubs of America --Future Business Leaders of America --Future Farmers of America --Future Homemakers of America --Health Occupations Students of America --National Postsecondary Agricultural Student Organization --Office Education Association --Vocational Industrial Clubs of America	1. List the nine vocational student organizations.
Future Homemakers of America	2. View FHA scrapbook of previous years. Discuss.
	3. View and discuss bulletin board "Blast Off with FHA" in Appendix A.
--History .National organization .State organization	4. Discuss study sheet of "Historical Highlights" in Appendix B.
--Purposes	5. View and discuss transparency of the purposes of the FHA organization in Appendix C.
--Goal	6. View and discuss transparency on the FHA goal in Appendix D.

--Traditions .Motto	7. View transparency on FHA motto in Appendix E.
.Creed	8. Using handout in Appendix F, read and recite FHA creed.
.Colors .Flower	9. Discuss FHA colors and flower.
.Emblem and pin	10. Participate in Emblem Ceremony using handout in Appendix G.
-Rules for wearing	11. Discuss rules for wearing emblem and pin using handout in Appendix G.
.Ceremonies -Opening -Closing -Installation -Initiation -Emblem -Honorary membership	12. Review FHA ceremonies using handout in Appendix H and official handbooks.
--Organizational levels	13. Discuss organizational levels of the FHA organization in Appendix I.
	14. Discuss Louisiana FHA districts using transparency in Appendix J.
	15. List states in Southern Region using transparency in Appendix K.
--Activities .Meetings -Local -Parish -District -State -Cluster -National	16. View slide presentation of meetings from previous years. Discuss.
.Fund raisers	17. Brainstorm to develop a list of possible fund-raising activities.
.Service projects	18. Use "Planning Process" to select service projects that would be of benefit. Appendix L.

.FHA/HERO Week	19. Plan and participate in daily activities to celebrate FHA/HERO Week.
.Leadership camps -FHA Leadership Camp -Louisiana Co-op Conference -Broyhill Leadership Camp	20. Listen to speaker discuss leadership camps.
.FHA-YFU Scholarship Program	21. Review informational materials on FHA-YFU Scholarship Program.
--Types of chapters	22. List types of FHA Chapters using Appendix M.
.Membership -Eligibility -Dues -Types .Active: affiliated .Inactive: non-affiliated .Associate .Honorary -Benefits	23. Discuss membership in Future Homemakers of America.

2. In a mock meeting, students will demonstrate knowledge of and skills in using parliamentary procedure.

Unit Content	Learning Activities
Parliamentary procedure --Introduction --Purpose --Benefits --Terms	1. Discuss purpose and benefits of using parliamentary procedure. Appendix N.
	2. Define terms of parliamentary procedure using handout in Appendix O.
--Order of business	3. Review "Order of Business" using handout in Appendix P.
	4. Participate in mock meeting. Appendix Q.

	5. View demonstration on use of parliamentary procedure.
--Types of motions	6. Write a definition of the types of motions using transparency in Appendix R.
	7. Participate in "FHA/HERO Fact and Parliamentary Procedure Test" STAR Event.

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3. As a class project, students will compile a scrapbook following the guidelines of "Power of One."

Unit Content	Learning Activities
Power of One --Introduction	1. View bulletin board introducing "Power of One." Appendix S.
--Benefits --Purposes	2. Discuss benefits and purposes of "Power of One" projects using transparency in Appendix T.
--Modules .A Better You .Family Ties .Working on Working .Take the Lead .Speak out for Future Homemakers of America	3. Become familiar with the five modules in "Power of One" using Appendix T.
--Levels of recognition .Local .State .National --Divisions .Junior .Senior --Eligibility --Requirements	4. Discuss levels of recognition, divisions, eligibility and requirements of "Power of One" using transparency in Appendix T.
--Evaluation	5. Discuss the use of a measurement team and self-assessment in evaluating "Power of One" projects.

6. Using "Planning Process," develop a plan for selecting and completing "Power of One" module.

7. Using plan developed, compile scrapbook meeting requirements of "Power of One."

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4. As an individual project or as a group, student will participate in STAR Events.

Unit Content

STAR Events
- --Types
  - .Student Body - A Nutrition Project
  - .Beef Education Project
  - .Job Application and Interview
  - .Golden Yam Contest
  - .Families and Futures
  - ."Louisiana Council of Farm Cooperatives" Essay
  - .State FHA/HERO Scrapbook Contest
  - .Energy Education Contest
  - .FHA/HERO Fact and Parliamentary Procedure Test
- --Plan for participation

Learning Activities

1. View bulletin board introducing STAR Events in Appendix U.

2. Listen to former STAR Events participants as they tell their experiences.

3. View visuals (transparencies, flip chart, posters, etc.) on STAR Events rules and regulations.

4. Develop a calendar for participation in STAR Events. Appendix V.

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5. Through class activity, students will recognize the qualifications, duties, and responsibilities of each officer.

Unit Content

Leadership

Learning Activities

1. Brainstorm meaning of leadership.

2. Complete activity sheet "The Leader Ship" in Appendix W. Discuss.

	3. Develop a plan for becoming a leader using contract in Appendix X.
--Characteristics of a leader --Officers	4. Read and discuss "Characteristics of a Leader" in Appendix Y.
.Characteristics	5. Become aware of characteristics of a good officer by reading handout in Appendix Z.
.National officers -Types -Selection of state candidate -Election -Duties	6. View transparency "The National FHA Officer" in Appendix AA. Discuss.
.State officers -Types -Qualifications -Nomination -Election -Duties	7. Discuss duties and responsibilities of state officers using Louisiana Adviser's Handbook Future Homemaker's of America.
.District and parish officers -Types -Qualifications -Nomination -Election -Duties	8. Using the district, parish, or local constitution, become familiar with officer responsibilities at each level.
.Local officers -Types -Qualifications -Nomination -Election -Duties	9. Using worksheet in Appendix BB, develop a plan for assuming a leadership role.
	10. Read and discuss poem "Be the Best of Whatever You Are" in Appendix CC.

6. At a chapter meeting, students will review FHA publications.

Unit Content	Learning Activities
Publications --*Teen Times* --*FHA'ers Newsletter* --FHA/HERO Date Marker --*Louisiana Adviser's Handbook* --*Future Homemakers of America* --*Handbook for Youth-Centered Leadership* --*Power of One*	1. View a display of FHA publications. 2. Read an article in one FHA publication. Discuss. 3. Write an article for *Teen Times* or the *FHA'ers Newsletter*.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

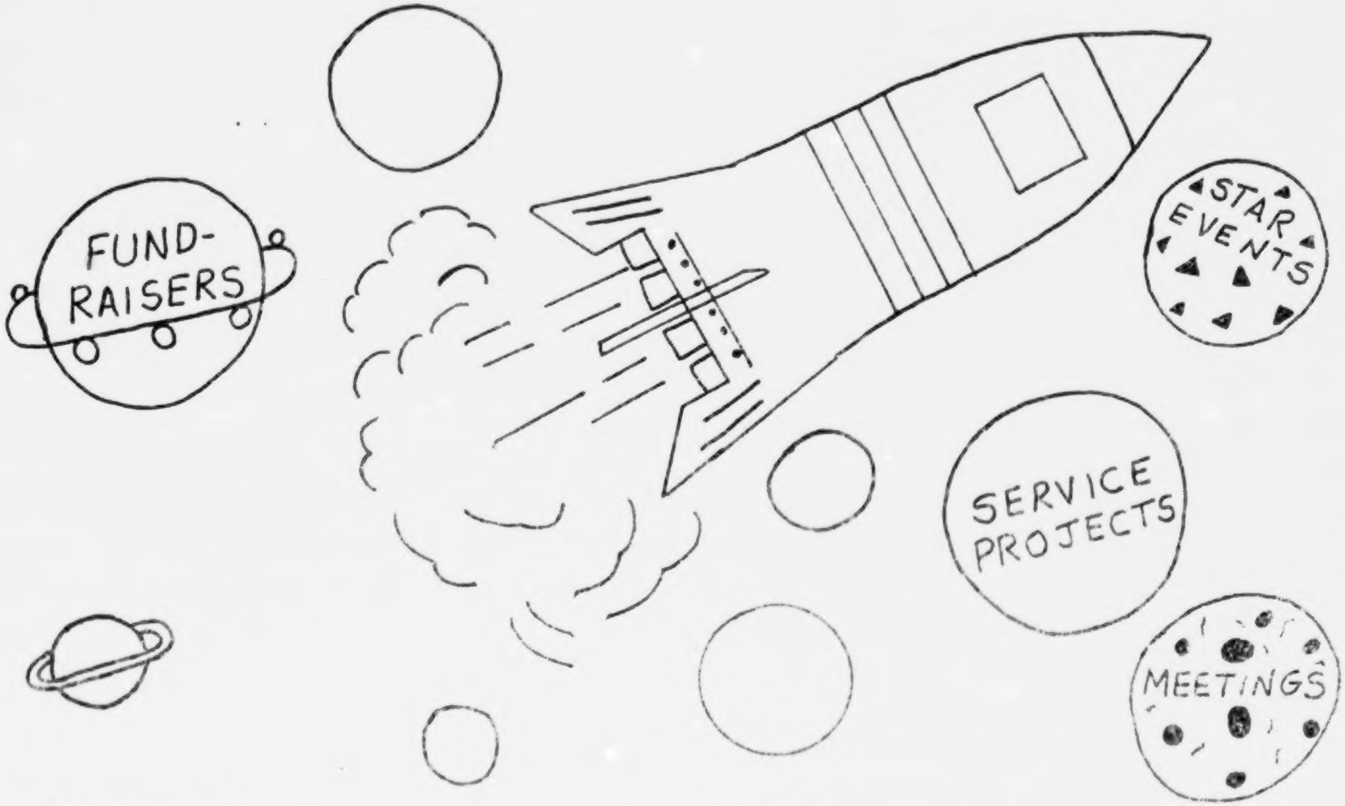
Contributing ideas and cooperating with other students in developing the project involving self improvement, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbooks, materials for selected projects and handouts selected by the teacher.

BLAST OFF WITH FHA !


FUND-
RAISERS
STAR
EVENTS
SERVICE
PROJECTS
MEETINGS

APPENDIX B

NATIONAL HISTORY

February 1917	The signing of the first National Vocational Education Act by President Woodrow Wilson, brought into being federally supported, state-conducted programs of Vocational Education, which included home economics. Through home economics education, the foundation was laid for the development of the organization as an integral part of the program.
June 1945	Future Homemakers of America was founded in Chicago as the national organization for home economics students in the secondary schools, both public and private.
November 1945	The first issue of the official magazine, TEEN TIMES, was published, featuring the first national officers.
July 1946	The first national convention was held in Kansas City, Missouri. The theme was the motto of the organization, "Toward New Horizons."
September 1946	The national headquarters was moved from the American Home Economics Association where it had been housed since October, 1944, to office space in the U.S. Office of Education.
October 1947	The first national program of work was printed in TEEN TIMES. The theme was "Building Today for Tomorrow" and was planned around the eight purposes of the organization.
August 1962	The national program of work, formally included in TEEN TIMES magazine, was developed as a separate publication and mailed to chapters.
July 1963	A second National Vocational Education Act was signed into law (and with 1963 amendments) and added funding to include home economics occupational programs for the first time. This laid the ground work for the formation of HERO (Home Economics Related Occupations) chapters. At the same time, the bill provided categorical funds for the consumer and homemaking programs in schools that gave impetus to the continuation of FHA chapters as a part of the home economics programs in schools.

July 1965	The Future Homemakers of America and New Homemakers of America National Organizations merged.
July 1971	Recommendations were made by a committee from the National Advisory Board and National Executive Council to form HERO chapters as a part of Future Homemakers of America.
July 1971	The voting delegates at a national meeting approved a dues raise from $.25 to $1.00 per member per year.
July 1971	The National headquarters was moved from the U.S. Office of Education where it had been housed since 1946 to the fifth floor of the American Home Economics Association Building.
July 1973	The National Program of Work was developed as a multimedia kit, Program Action Impact.
November 1975	The Healthy Babies: Chance or Choice project was piloted in Colorado in cooperation with the National Foundation of the March of Dimes that focused on a healthier next generation.
July 1977	The National Emblem of the Organization was changed.
July 1978	Voting delegates at the national meeting approved a dues increase from one dollar to two dollars.
July 1979	Two national HERO officers were elected for the first time.
July 1980	The National Board of Directors approved the purchase of land on which to build a national headquarters and leadership center in Reston, Virginia.
September 1980	The State Advisors Coordinating Committee was formed to identify state advisers' concerns and share these with the National Board of Directors and national staff.
September 1981	The official groundbreaking ceremony was held at the building site in Reston, Virginia.
January 1982	The national Board of Directors voted to implement national participation events on a limited scale at the 1983 National Leadership meeting in Washington, D.C.

July 1983	Voting delegates at the national meeting approved a dues increase from two to four dollars.
July 1986	Power of One, the new individual action and recognition program, was introduced at the National Leadership Meeting in Orlando, Florida.
	FHA creed was changed to incorporate HERO members.

STATE HISTORY

1923	The history of Home Economics club work in Louisiana dates back to 1923 when a local club was organized at Bolton High School in Alexandria.
1925	Other clubs began to spring up all over the State.
1928	The first Junior Club Newsletter was issued.
1930	The first state-wide meeting was held in Shreveport on October 24, 1930. Twenty-one clubs were represented.
	The first State program was planned and accepted at this meeting. It was felt that the organization could provide excellent learning experiences for students as well as provide an opportunity for making the clubs feel the spirit of unity in both State and National Associations.
1931	Louisiana compiled the first traveling scrapbook in the nation in 1931.
	The Second Annual State Meeting was held in Shreveport. Two hundred representatives attended.
1934	A creative contest was organized in 1934 at the Fifth Annual State Meeting. This practice extended over a period of three years.
	One of the most noteworthy projects established by one club was the Loan Scholarship Fund created in 1934 by the Tallulah Junior Homemakers; this scholarship was to be available to students to attend college in the field of Home Economics.
1935-36	The name "The Louisiana Junior Homemakers" was selected as a name for the clubs. They chose the same symbol as the AHEA--the Betty Lamp.
1937	The largest meeting ever held in Louisiana had an

	attendance of 2,500 high school and college girls, and it was held at Bolton High School in Alexandria. Following this meeting, the high school and college girls separated into different organizations.
1939	In 1939, the college clubs held their first State meeting at Louisiana State Normal College, Natchitoches, Louisiana; and they voted to call their organization, "The College Students Home Economics Club."
1942-46	From 1942-46, State meetings were discontinued because of war conditions.
1945	In 1945, a bulletin was sent to each affiliated club giving the members the privilege of voting on reorganizing and renaming the organization. The name selected for the national organization was the Future Homemakers of America.
1946-67	During the years prior to 1965, the Louisiana Association and the National Association worked hand-in-hand. The State charter was received on November 26, 1946, and the State organization became known as the Louisiana Future Homemakers of America. In 1963, it became necessary to redistrict the State into nine districts due to increased membership, the need for larger facilities to accommodate large groups, and increased member participation. In 1965, the Louisiana Future Homemakers of America and the Louisiana New Homemakers of America merged into one organization, the Louisiana Future Homemakers of America. After 1967, the State was again reorganized and divided into six districts.
1967-78	The Louisiana Future Homemakers of America continued to grow. In 1976-77, there were 12,378 home economics students who were affiliated members of the State and National Organization in 327 chapters. The numbers continued to grow. By 1978 there were 380 chapters with 13,173 members.
1978	FHA Handbook was published to aid advisers in organizing a local chapter and participating in the various FHA activities.
1978-1984	FHA membership has continued to grow and flourish in the six districts.

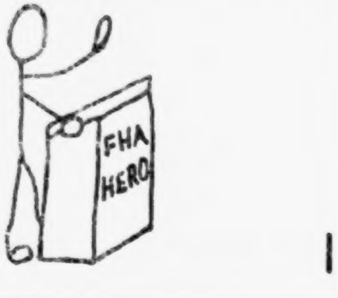
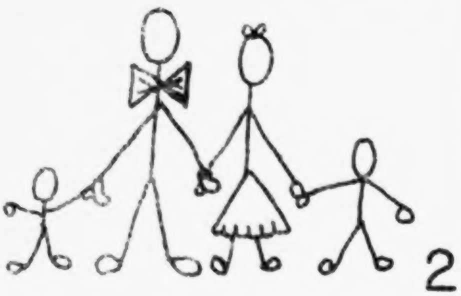
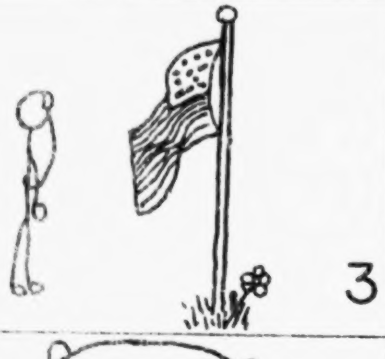
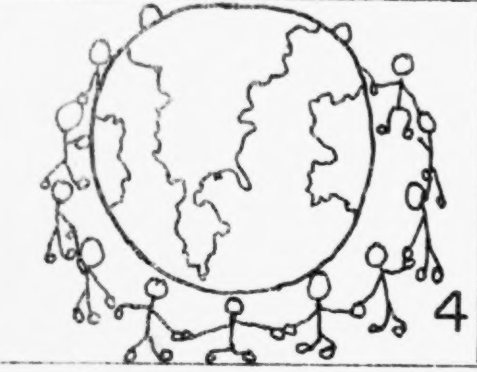
1982	Louisiana FHA/HERO became incorporated.
1984	Twenty-five educators met under the leadership of Patricia Elliott to revise the FHA Handbook.
July 1986	The Power of One Task Force met in Baton Rouge to develop Power of One Guidelines for Louisiana.
August 1986	Power of One Guidelines were disseminated to advisers in Louisiana. This new individual action and recognition program will take the place of Encounter and the Degree Program.

LOUISIANA FHA'ERS WHO HAVE SERVED AS NATIONAL OFFICERS

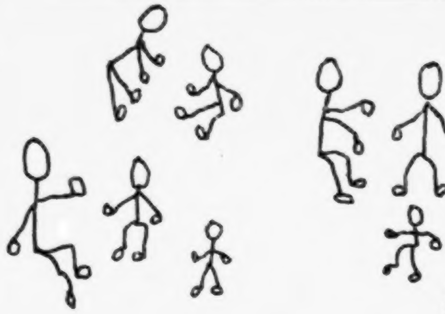
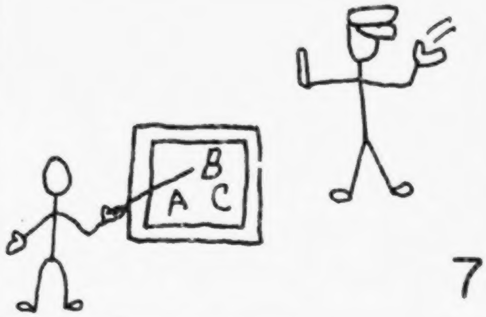
1961-62	Peggy Romero Kaplan High School National FHA President
1974-1975	Beth Theriot Bell City High School National FHA President
1975-1976	Martha O'Brien Bunkie High School National FHA Officer

APPENDIX C

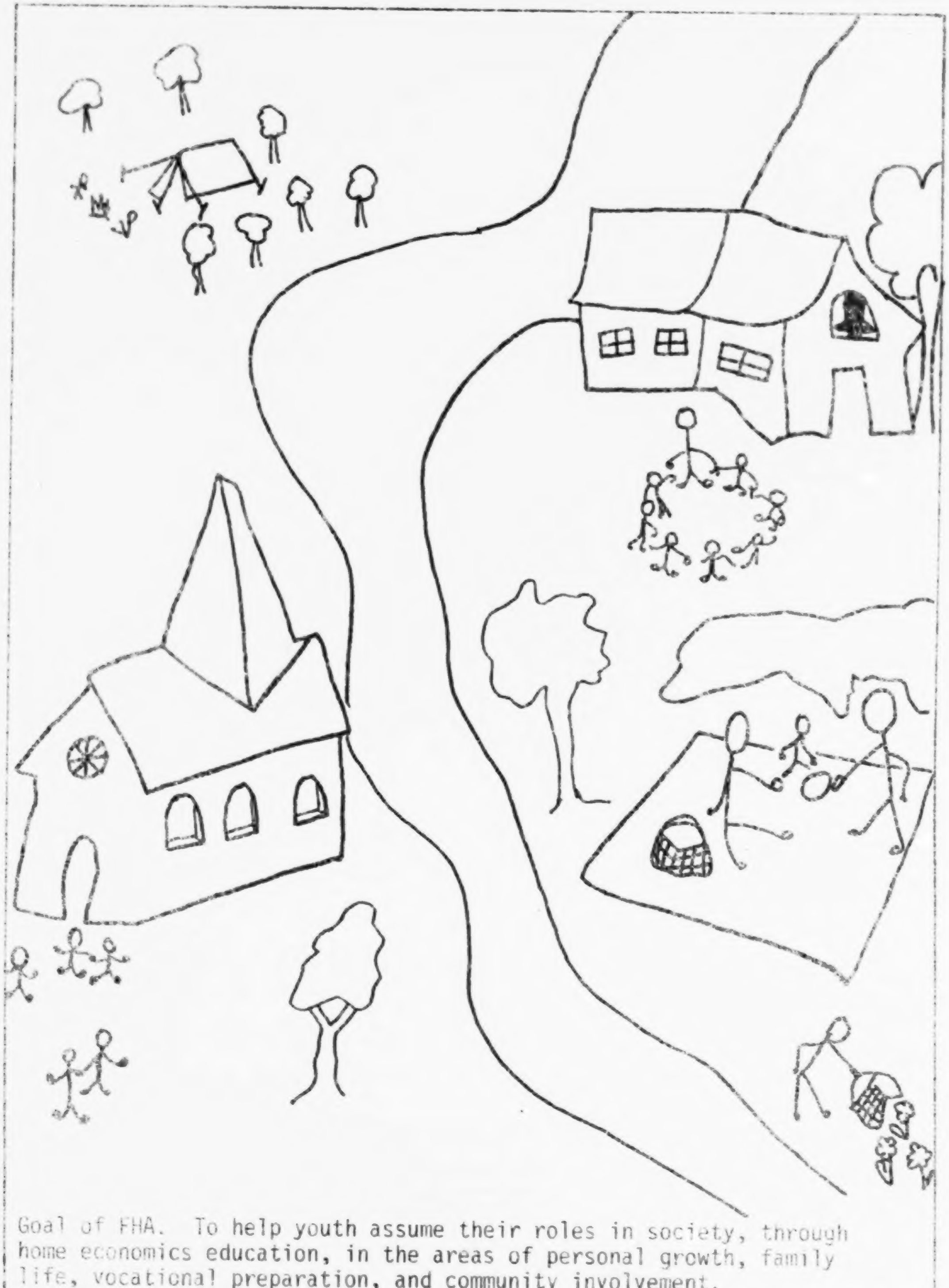
PURPOSES OF FUTURE HOMEMAKERS OF AMERICA

	To provide opportunities for self-development, and preparation for family and community living, and for employment.
	To strengthen the function of the family as a basic unit of society.
	To encourage democracy through cooperative action in the home and community.
	To encourage individual and group involvement in helping achieve worldwide brotherhood.

APPENDIX C

 5	To institute programs promoting greater understanding between youth and adults.
6	To provide opportunities for decision making and for assuming responsibility.
 7	To become aware of the multiple roles of men and women in today's society.
8	To develop interest in home economics, home economics careers, and related occupations.

APPENDIX D



Goal of FHA. To help youth assume their roles in society, through home economics education, in the areas of personal growth, family life, vocational preparation, and community involvement.

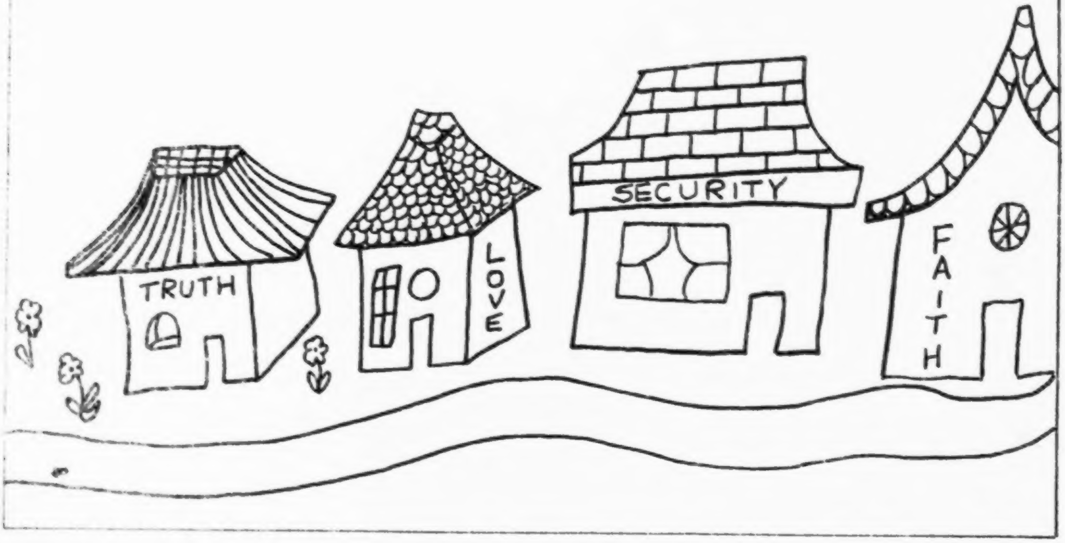
TOWARD NEW HORIZONS

FHA CREED

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything that is good and fair,
Homes where truth and love and security and faith will be realities, not dreams.

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and high hope.



APPENDIX G

EMBLEM CEREMONY

This ceremony is appropriate for special occasions. One way of presenting it is to assemble the parts of the emblem as each is explained. An easel with a large, white-covered board may be used for placement of the emblem parts.

Speaker: "An emblem is a device or symbol adopted and used as an identifying mark--a picture representing an idea. The emblem of Future Homemakers of America, which many of us wear as a pin or badge, is composed of several significant parts. Each helps reflect the purposes of our organization."

Speaker: "The name of the organization, Future Homemakers of America, forms the upper part of the emblem's border. Even now, we contribute to the homes in which we live--but greater responsibility will soon be ours. Therefore, it is suitable that our organization be known as Future Homemakers of America. The name on the emblem reminds us of our responsibilities to our home and families now and in the future."

Speaker: "Our motto-Toward New Horizons--completes the border. It expresses FHA/HERO chapter members' overall goal--to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement. This motto is a challenge reminding us that our contributions to home and community life today will influence the homes and communities of tomorrow."

Speaker: "The letters FHA/HERO in the center of the emblem represent the words Future Homemakers of America/Home Economics Related Occupations. FHA/HERO chapters emphasize consumer education, homemaking skills, family life education and exploration of, and preparation for, jobs and careers. Members recognize that workers also fill multiple roles as homemakers and community leaders."

Speaker: "The rays represent our outreach into the community and world, reminding us that the effects of the moral, spiritual, intellectual, cultural and physical development of the individual and the family are far-reaching. The rays also indicate that outside factors influence the stability of family life. Therefore, each family member must learn to think and act intelligently and work together so that these influences may be used constructively to build a better world."

Speaker: "The eight purposes of our organization are represented by the eight sides of our emblem. The first purpose is: To provide opportunities for self-development and preparation for family and living and for employment.

"The second purpose is: To strengthen the function of the family as the basic unit of society.

"The third purpose is: To encourage democracy through cooperative action in the home and community.

"The fourth purpose is: To encourage individual and group involvement in helping achieve worldwide brotherhood.

"The fifth purpose is: To institute programs promoting greater understanding between youth and adults.

"The sixth purpose is: To provide opportunities for decision making and for assuming responsibility.

"The seventh purpose is: To become aware of the multiple roles of men and women in today's society.

"The eighth purpose is: To develop interest in home economics, home economics career and related occupations."

Speaker: "The colors of our emblem are the colors of our organization--red and white. Red, an intense color, suggests strength. White is recognized as the symbol of sincerity. May these colors inspire us with courage and determination to succeed."

Speaker: "All parts of our emblem have significant meaning. Through our national, state, district and local organizations, we will continue to work to improve personal, family, employer and community relations."

Speaker: "As Future Homemakers of America, we recognize that the home affects the well-being of family members and that we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow."

Rules for wearing emblem:

- wear the emblem over the heart or on a jacket pocket.
- wear the emblem on clothing of official red and white FHA/HERO colors.
- avoid wearing the emblem in combination with other school organization emblems or seals or in combination with the school's name.

FHA/HERO Pin - reproduction of the FHA/HERO emblem.

-Who May Wear?
- members
- advisors
- honorary members
- chapter parents

Guard - maintains the original shield silhouette of the New Homemakers of America emblem and indicates the type of membership.

-Rules for wearing:
- worn over the heart
- place the guard to the left of, and on a level with, the lower edge of the pin

APPENDIX H

CEREMONIES

Opening Ceremony

President: Gives a rap with the gavel, signaling the officers and members to stand and says, "We are the Future Homemakers of America. Our goal is to help youth assume their roles in society through home economics education."

Officers: "Our activities focus on individual growth, preparation for family life, development of occupational skills and careers and participation of youth in today's society."

Members: "As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership and give service."

President: "The ____________________ of Future Homemakers of
(name of chapter)
America is now in session. You may be seated."

Closing Ceremony

President: Gives a rap with the gavel as a signal to stand. "Future Homemakers of America, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow."

"Members, let us repeat our Creed."

Creed
"We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and high hope.
For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes.
Homes for America's future,
Homes where living will be the expression of everything that is good and fair.
Homes where truth and love and security and faith will be realities, not dreams.
We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and high hope."

President: "The ____________________ Chapter of Future Homemakers of America is now adjourned."

APPENDIX I

LEVELS OF ORGANIZATION

NATIONAL

NATIONAL BOARD OF DIRECTORS	NATIONAL EXECUTIVE COUNCIL NATIONAL OFFICERS FHA AND HERO REPRESENTATIVES	NATIONAL HEADQUARTERS STAFF

STATE

STATE ADVISORY BOARD	STATE EXECUTIVE COUNCIL STATE OFFICERS	STATE ADVISER - HOME ECONOMICS HOME ECONOMICS EDUCATION STAFF - STATE DEPARTMENT OF VOCATIONAL EDUCATION

DISTRICT

UNIVERSITY COORDINATOR	DISTRICT EXECUTIVE COUNCIL DISTRICT OFFICERS

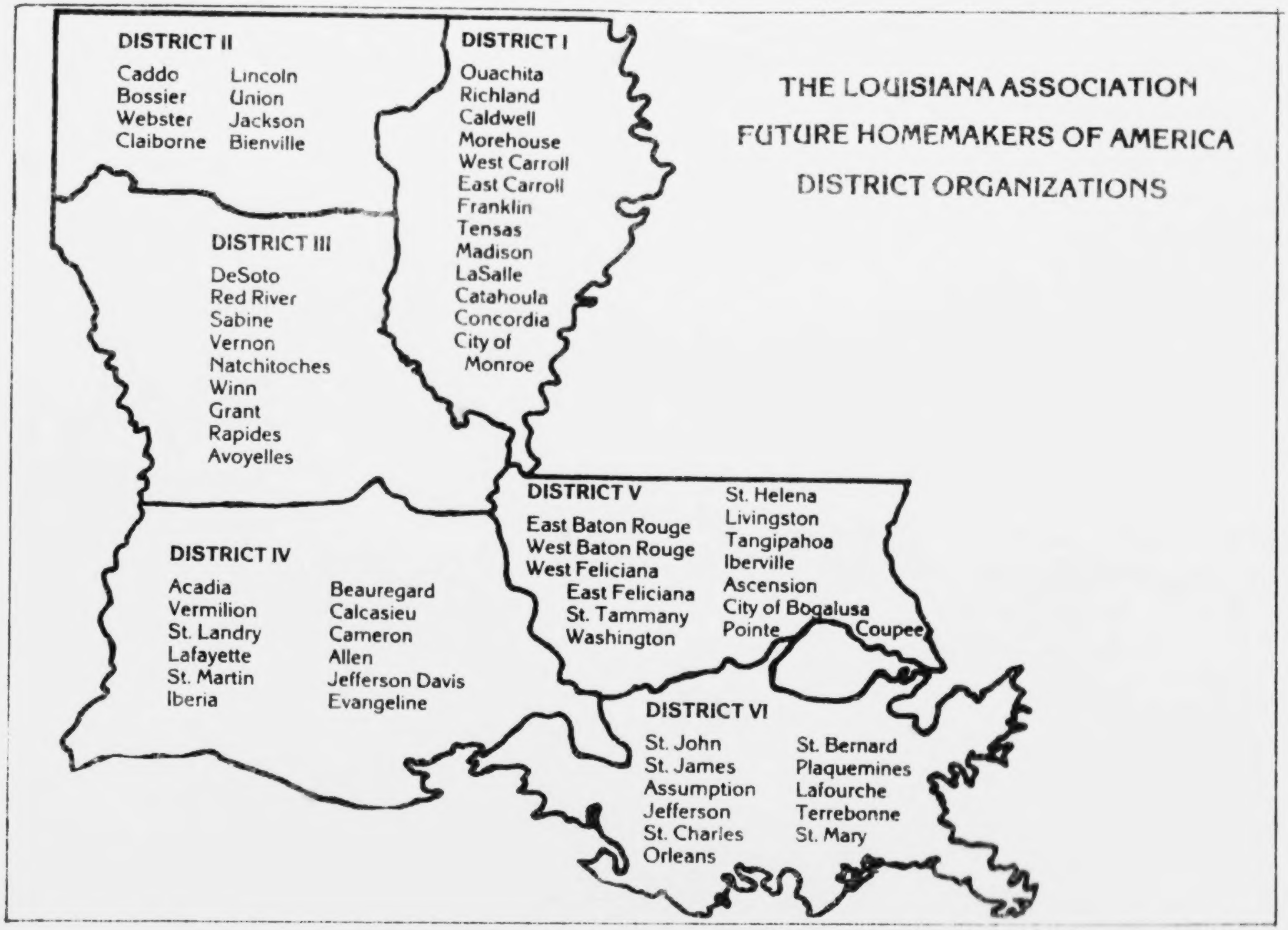
PARISH

PARISH EXECUTIVE COUNCIL PARISH OFFICERS	CHAPTER ADVISERS

LOCAL

CHAPTER PARENTS	CHAPTER EXECUTIVE COUNCIL CHAPTER OFFICERS	CHAPTER ADVISER(S)

APPENDIX J



THE LOUISIANA ASSOCIATION FUTURE HOMEMAKERS OF AMERICA DISTRICT ORGANIZATIONS

DISTRICT II
Caddo
Bossier
Webster
Claiborne
Lincoln
Union
Jackson
Bienville
DISTRICT I
Ouachita
Richland
Caldwell
Morehouse
West Carroll
East Carroll
Franklin
Tensas
Madison
LaSalle
Catahoula
Concordia
City of Monroe
DISTRICT III
DeSoto
Red River
Sabine
Vernon
Natchitoches
Winn
Grant
Rapides
Avoyelles
DISTRICT IV
Acadia
Vermilion
St. Landry
Lafayette
St. Martin
Iberia
Beauregard
Calcasieu
Cameron
Allen
Jefferson Davis
Evangeline
DISTRICT V
East Baton Rouge
West Baton Rouge
West Feliciana
East Feliciana
St. Tammany
Washington
St. Helena
Livingston
Tangipahoa
Iberville
Ascension
City of Bogalusa
Pointe Coupee
DISTRICT VI
St. John
St. James
Assumption
Jefferson
St. Charles
Orleans
St. Bernard
Plaquemines
Lafourche
Terrebonne
St. Mary

APPENDIX K

SOUTHERN REGION STATES

- ALABAMA
- ARKANSAS
- FLORIDA
- GEORGIA
- LOUISIANA
- MISSISSIPPI
- NORTH CAROLINA
- OKLAHOMA
- PUERTO RICO
- SOUTH CAROLINA
- TENNESSEE
- TEXAS
- VIRGINIA
- VIRGIN ISLANDS

APPENDIX L

THE PLANNING PROCESS

IDENTIFY CONCERNS

- Brainstorm to get out all ideas or state the activity or problem you want to approach, if one already has been determined.
- Evaluate your list and narrow it to a workable idea or project that interests some or all group members.

SET GOAL

- Get a clear mental picture of what's to be accomplished and write it down as your goal.
- Make sure goal is one that can be achieved and evaluated; consider available resources.

FORM A PLAN

- Decide how goal will be reached.
- Figure out the *WHO, WHAT, WHERE, WHEN* and *HOW*.
  - *List abilities, skills and knowledge required on your part and others'.*
  - *List other available resourses (persons, places, publications, funds).*
  - *Make a workable timetable to keep track of progress.*
  - *List possible barriers and alternate plans.*
  - *Decide which ways to recognize accomplishments.*

ACT

- The fun part! Include all members and use their special talents and skills. Give recognition throughout the project.

FOLLOW-UP

- Determine if goal was met.
- List ways to improve project or planning for future reference.
- Share and publicize efforts with others.

THE PLANNING PROCESS

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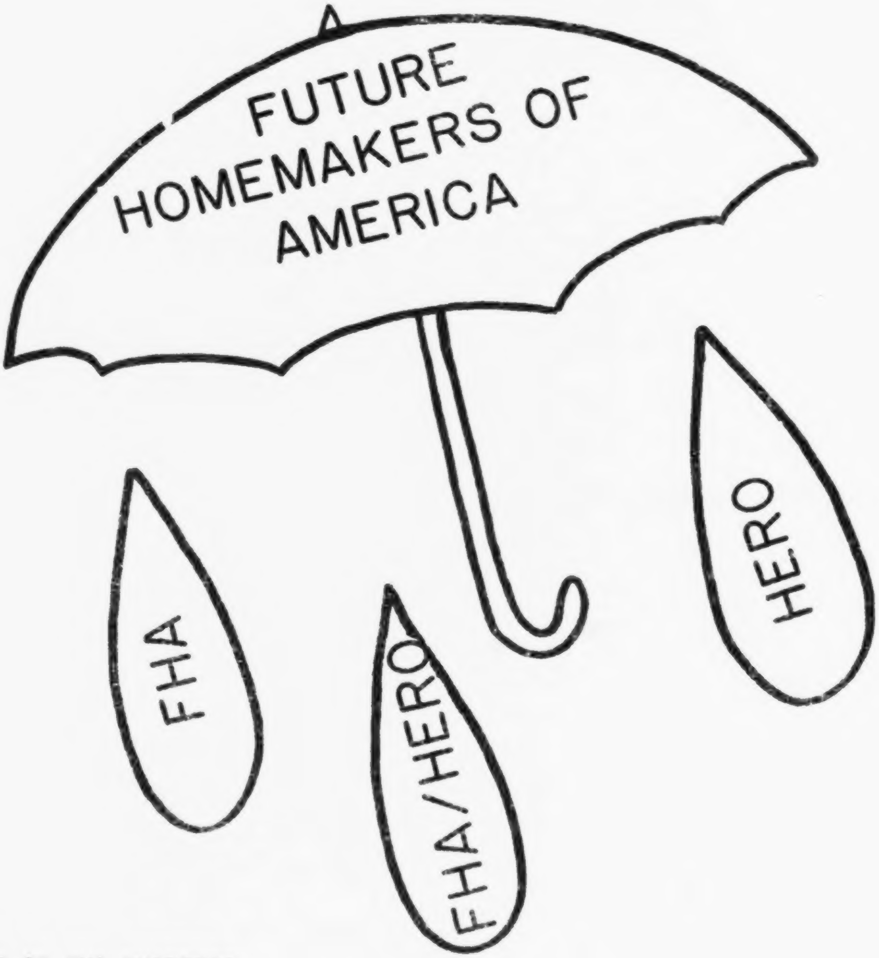


TYPES OF FHA CHAPTERS

Future Homemakers of America (FHA) - A chapter that places major emphasis on consumer education, homemaking, and family life education combined with exploration of jobs and careers.

Home Economics Related Occupations (HERO) - A chapter designed for students who are training for specific careers in home economics related subjects.

FHA/HERO - A chapter combining students enrolled in consumer homemaking classes and in occupational classes. The chapter merges the emphasis of the FHA Chapter and the HERO Chapter into one.

PARLIAMENTARY PROCEDURE

PURPOSE:

TO PROMOTE EFFICIENT MEETINGS SO THAT BUSINESS CAN BE CONDUCTED IN AN ORDERLY MANNER.

EACH MEMBER SHOULD KNOW HOW TO:

- TAKE PART IN A MEETING.
- CONDUCT A MEETING.
- PROTECT THE RIGHTS OF MEMBERS.

BENEFITS:

- STRENGTHENS THE CHAPTER MEETINGS.
- PROVIDES THE MEMBERS WITH A VALUABLE TOOL OF LEADERSHIP.
- ENCOURAGES INDIVIDUAL PARTICIPATION IN THE FHA CHAPTER.

APPENDIX O

PARLIAMENTARY PROCEDURE TERMS

1. Parliamentary procedure - set of rules for conducting a meeting in an organized and efficient manner.

2. Chair - title applied to presiding officer when performing duties.

3. Motion - proposal that something be done; method of bringing a question before the assembly for consideration.

4. Entertain - chair recognizes a member for the purpose of making a motion.

5. Move - brings original business before the group. (Say "I move that ______________," not "I make the motion that ______________." The business that is moved is a main motion and it requires a second. The chair restates the motion. If the motion is long and involved, write it out for the person taking minutes.

6. Main motion - is debatable after it has a second. It requires a majority vote to pass. The group cannot consider any other business until this motion -- as originally stated or as amended -- is voted on.

7. Second - insures that every motion placed before the group is supported by more than one person. (The chair says, "Is there a second?," not "Will someone second the motion?".) If there is no second, the motion dies. If there is a second, the chair calls for debate or a vote.

8. Debate - allows members to discuss the motion. To discuss means to debate.

9. Amend - changes, adds or omits words in the original motion. An amendment is debatable and requires a majority vote.

10. Amend an amendment - changes, adds, or omits words in the final amendment. It is debatable and requires a majority vote. To carry out, first vote on changes to amendment. Next, vote (if first vote adopts changes) on amendment as changed. Finally, vote on adopting the main motion as changed.

11. Commit - refers the motion to a committee for further consideration. The motion to commit is debatable and amendable. In the future, the committee reports its findings back to the group. The motion to commit is useful when a main motion becomes too complicated through amendments, or when it seems wise to investigate the motion further.

12. Table - postpones the motion under discussion for a short period. It can be taken up again with a motion "to take from the table." These motions are not debatable or amendable and require a majority vote.

13. Postpone - puts off the motion before the group until some future time. A motion to postpone is debatable or amendable and requires a majority vote.

14. Call for the question - stops debate and brings the motion before the group to a vote. This motion is frequently made when debate continues too long. It is not debatable and requires a two-thirds vote. If it passes, the motion before the group is immediately voted on.

15. Majority - more than half of the votes cast.

16. Floor - used to designate place from which a member speaks.

17. Point of order - objects to a ruling by the chair or corrects an error in parliamentary procedure. The chair may accept the objection or deny it. If denied, the objector may immediately appeal. To reverse the decision of the chair requires a majority vote by the group.

18. Adjourn - brings the meeting to a close. This motion is always in order except: when a speaker has the floor, when a vote is being taken, after adjournment has just been voted down, or when the group is in the midst of some business that cannot be abruptly stopped. If the motion to adjourn includes a definite place and time, the place and time are debatable. The motion to adjourn requires a second and a majority vote.

19. Standing Committee - those that are permanent or appointed for a year. These include: program/project committee, finance committee, membership committee, constitution or by-laws committee, records and materials committee, music committee, correspondence committee, public relations committee, hospitality committee, and nominating election committee.

APPENDIX P

ORDER OF BUSINESS

1. Call to Order

   "The meeting will please come to order." (Tap the gavel once)

2. Opening Ceremony (may be omitted when it is necessary to conserve time (e.g., meeting during class time).

3. Roll Call by Secretary.

4. Reading of the Minutes

   "The secretary will read the minutes of the last meeting."
   "Are there any corrections or additions?"
   "The minutes stand approved as read," or the minutes stand approved as corrected."

5. Reports

   Officers and Standing Committees
   "We will now hear the treasurer's report."
   Reports of Special Committees

6. Unfinished Business

   "Is there any old business to come before the group?"

7. New Business

   "Is there any new business?"

8. Program

   "If there is no further business to come before the group, this concludes the business and we will turn the meeting over to ________________ for the program."

9. Announcements -- members and chairperson.

10. Adjournment

    "Do I hear a motion to adjourn?"
    "The meeting is adjourned." (Tap the gavel)

APPENDIX Q

MOCK MEETING

Divide the class into two groups. Explain that one group will conduct a "mock" meeting using parliamentary procedure, while the other will use no specific techniques. Give each group specific topics which they will discuss to arrive at some solution. Have the class decide which group accomplished the most work in an orderly fashion.

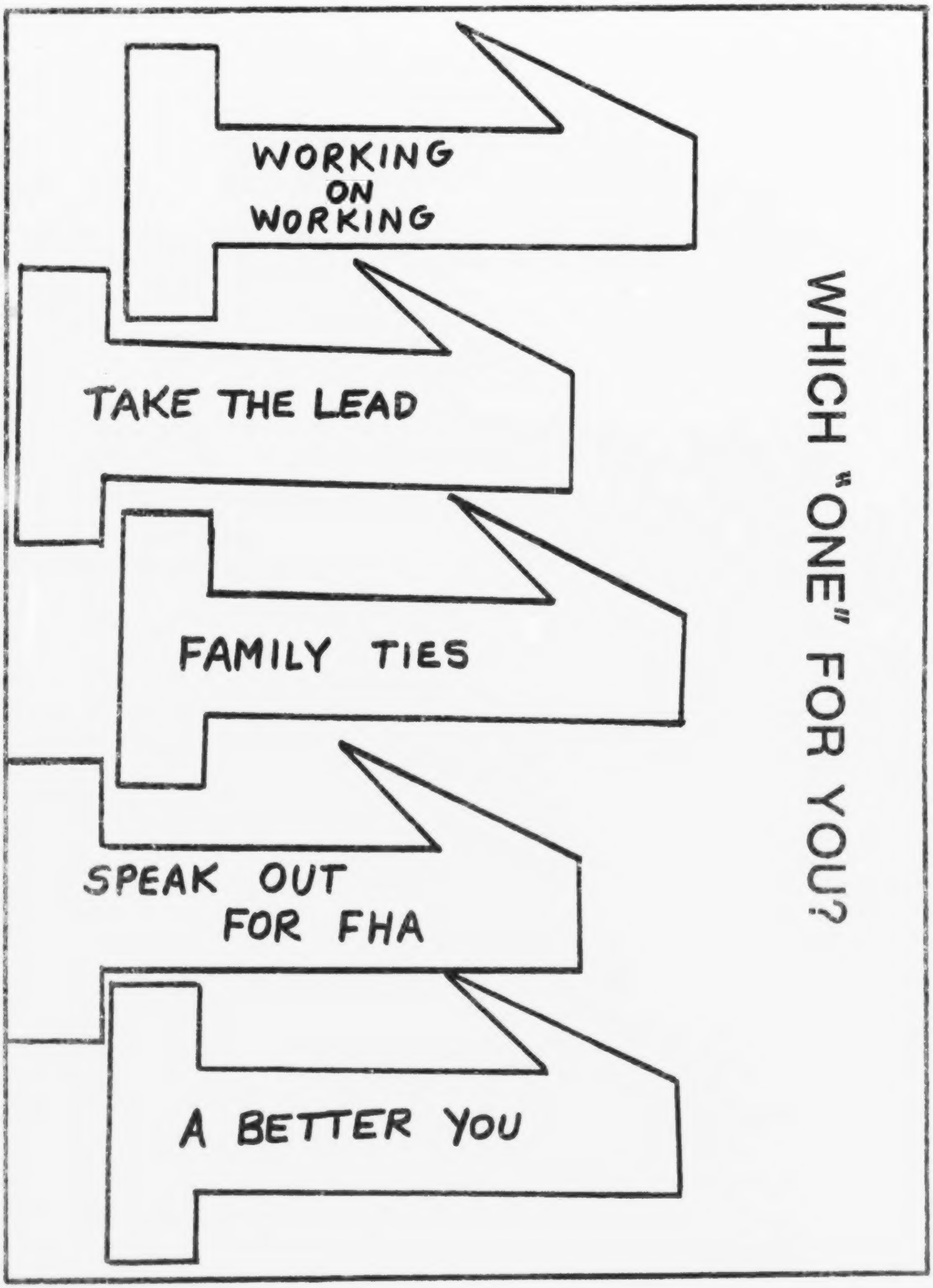
TYPES OF MOTIONS

MAIN MOTION: MAIN ITEM OF BUSINESS. NO MAIN MOTION CAN BE MADE WHEN ANOTHER MOTION IS PENDING.

SUBSIDIARY MOTIONS: MOTIONS APPLIED TO A MAIN MOTION AND CERTAIN OTHER MOTIONS TO CHANGE OR DISPOSE OF OTHER MOTIONS.

PRIVILEGED MOTIONS: PERTAIN TO THE CONVENIENCE AND COMFORT OF THE GROUP AND MUST BE DISPOSED OF IMMEDIATELY. DO NOT RELATE TO THE PENDING MOTION AND TAKE PRECEDENCE OVER ALL MOTIONS.

INCIDENTAL MOTIONS: THEY ARISE OUT OF THE PENDING QUESTION. THEY MUST BE DECIDED BEFORE THE PENDING QUESTION.


WORKING ON WORKING
TAKE THE LEAD
FAMILY TIES
SPEAK OUT FOR FHA
A BETTER YOU
WHICH "ONE" FOR YOU?

APPENDIX T

BENEFITS OF POWER OF ONE

POWER OF ONE

Individualized program of student involvement and recognition

BENEFITS:

- explore issues in depth
- work alone and at your own pace
- tackle projects of a personal nature
- explore a special interest
- receive recognition for your personal efforts

PURPOSES:

Power of One is designed to help you--

- learn lifetime goal setting and decision making skills
- develop leadership skills through involvement with Future Homemakers of America
- expand on the knowledge and skills that are part of home economics

MODULES:

Power of One helps you identify and achieve personal goals by developing one project in each of the five modules:

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak Out for Future Homemakers of America

LEVELS OF RECOGNITION:

Your achievements will be recognized at three levels--

- Local
- State
- National

DIVISIONS:

The two divisions for recognition are--

- Junior - any member through grade eight
- Senior - any member in grades nine through twelve

ELIGIBILITY:

Any student who is a state and nationally affiliated member is eligible to participate.

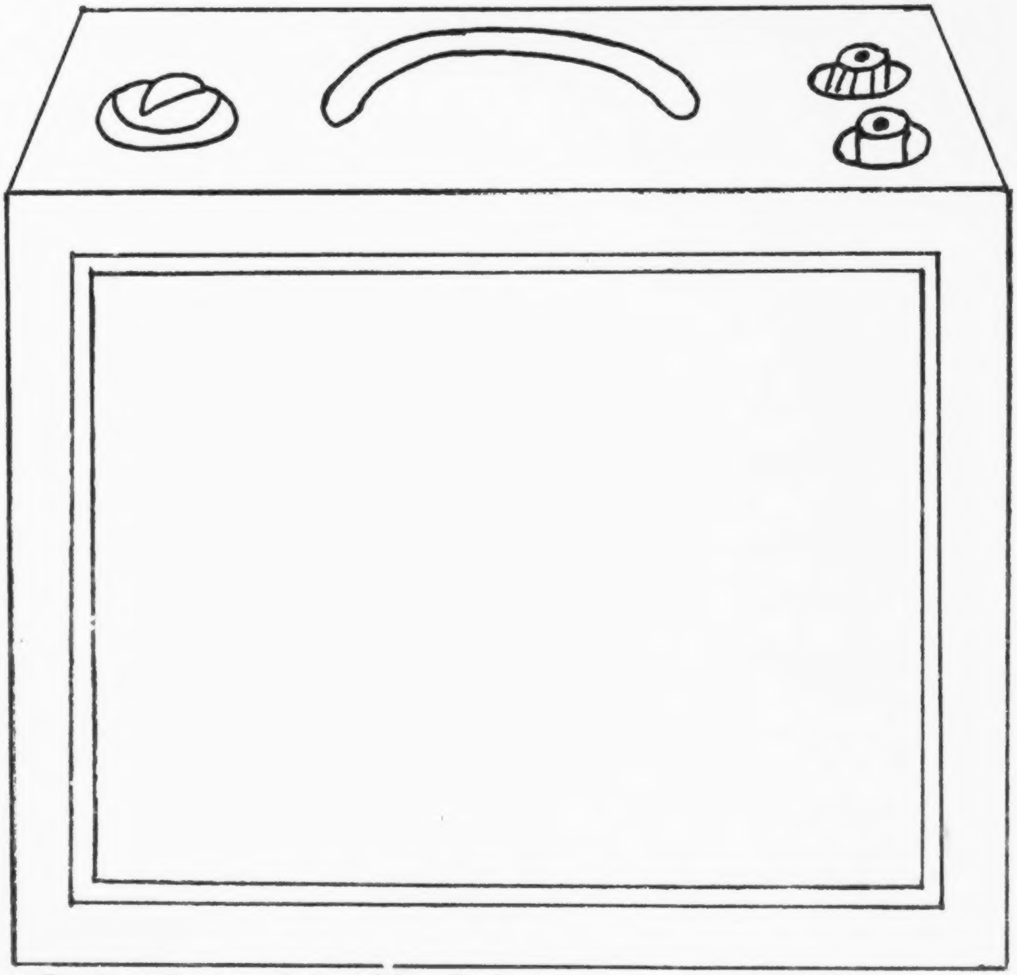
REQUIREMENTS:

Members completing one project for all five modules will receive state and national recognition. For every module completed, you can receive local recognition. Power of One projects must be--

- related to subjects taught in home economics or have a leadership emphasis
- in-depth projects, requiring not less than 10 hours to complete each module
- voluntary (may not be part of your class requirements or count toward your grades)
- student efforts only

APPENDIX U

TUNE IN TO STAR EVENTS



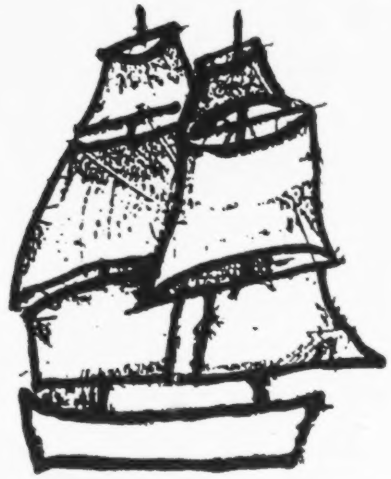
- Student Body - A Nutrition Project
- Beef Education Project
- Job Application and Interview Event
- Golden Yam Contest
- Families and Futures
- "Louisiana Council of Farm Cooperatives" Essay
- State FHA/HERO Scrapbook Contest
- Energy Education Contest
- FHA/HERO Fact and Parliamentary Procedure Test

CALENDAR

JANUARY	FEBRUARY	MARCH
APRIL	MAY	JUNE
JULY	AUGUST	SEPTEMBER
OCTOBER	NOVEMBER	DECEMBER

APPENDIX W

THE LEADER SHIP



Leadership is the ability of a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions, and to move a group to action.

My Treasure Chest

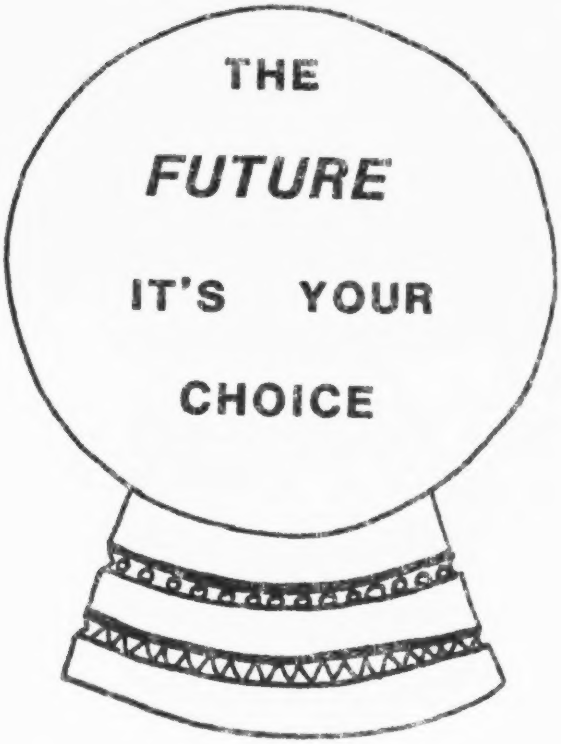
My treasure chest is full of . . .
(Or the leadership qualities I
possess are...)

My crown of gold and diamonds . . .
(Or my greatest asset as a leader...)

My hidden treasure . . .
(Or qualities and talents that I
should use...)

I may be rusty or tarnished on these...
(Or qualities that need polishing...)

APPENDIX X


THE
FUTURE
IT'S YOUR
CHOICE

SELF-CONTRACT

I, ______________________ looking into the future, will become the best leader possible by ______________________________

____.

The first step that I will take will be to ____________________

____.

My target date for fulfilling the above statement is ____________.

Date ______________________

Signed by ____________________

APPENDIX Y

CHARACTERISTICS OF A LEADER

The Good Leader:

Has faith in people and wants to work with them.

Has poise and confidence. Speaks in a clear voice and enunciates words clearly.

Carefully pre-plans the program so the meeting moves with dispatch.

Shows interest and alertness by own attitude.

Is democratic in dealing with members.

Is fair and impartial. Does not take sides when presiding.

Is patient, optimistic, and gives credit for work done.

Is sensitive to the individual and recognizes individual differences.

Acts as a helper, umpire, and moderator so that all are encouraged to share in the work of the chapter.

Shows a sense of humor to relieve the tension of a serious meeting.

Realizes that to serve the club as a leader, his/her responsibility is to let others share responsibilities.

Believes in the organization and has a sincere desire to serve it to the best of his/her abilities. Wants to be a team member.

APPENDIX Z

CHARACTERISTICS OF A GOOD OFFICER

An officer should:

Be a good speaker and be able to adapt remarks to any situation.

Have a good personality.

Have exceptional morals and be honest.

Have good manners.

Be reliable and punctual.

Be a hard worker and cooperative.

Have a good knowledge of Home Economics education and FHA/HERO.

Have poise and self-confidence.

Be stimulating in everything said and done.

Be proud to be an FHA/HERO member and a local officer.

Always dress to fit the occasion. Personal neatness is a must.

Be humble, not a "glory grabber."

Have a personal code of ethics.

Conduct self as a good officer first and last.

Know the proper method of meeting people.

Be a good conversationalist.

Be courteous. The words "please" and "thank you" pay dividends. Use them often.

Be careful of what he/she says and how it is said.

Know proper methods of correspondence.

Do best at all times and make the most effective use of time and energy.

Find out the facts before committing self, orally or in writing.

APPENDIX AA

THE NATIONAL FHA OFFICER

Types of national officers

A. President

B. Vice-President

C. Secretary

D. Treasurer

E. Representative to national board of directors

F. National officers (eight)

Steps in the selection of a state national officer candidate

A. Candidate completes application

B. Application is submitted to state FHA/HERO office

C. Applications are evaluated

D. Selected candidates are interviewed

E. Two candidates are selected

F. National officer candidates are interviewed at state meeting

G. Ballots and candidate qualifications are mailed to local chapters

H. Ballots are returned and tabulated to determine winner

Election of national officers

A. Candidate is nominated by state association

B. Candidate is interviewed by region representatives and elected by voting delegates at national meeting

C. National officers vote to determine who will fill specific offices

APPENDIX BB

You Can Make The Difference!

◉ **Brainstorm:**

⬆ **Set your goal:**

▣ **Form a plan:**

Who:
What:
Where:
When:
How:
Cost:
Resources:
Evaluation:

◘ **Act:**

⊞ **Follow Up:**

APPENDIX CC

"BE THE BEST OF WHATEVER YOU ARE"

If you can't be a pine on the top of the hill
be a shrub in the valley, but be the best little shrub
by the side of the hill; Be a bush if you can't be a tree.

If you can't be a bush, be a bit of grass and some highway
happier make; If you can't be a whale be a bass, but be
the liveliest bass in the lake.

We can't all be captains, we've got to be crew,
there is something for all of us to do.
There is big work to do and there's lesser to do,
and the task we must do is near.

If you can't be a highway, then just be a trail;
If you can't be the sun be a star;
it isn't by the size that you win or you fail.
Be the best of whatever you are.

UNIT TEST

FUTURE HOMEMAKERS OF AMERICA

PART I: TRUE-FALSE

Directions: In the blank provided to the left of each statement write "T" if the statement is TRUE, write "F" if the statement is FALSE.

_____ 1. Setting goals is the first step in The Planning Process.

_____ 2. The final step in The Planning Process is to act.

_____ 3. The main objective of Future Homemakers of America is to raise money.

_____ 4. The FHA emblem should be worn over the heart or on a jacket pocket.

_____ 5. Tabling a motion means putting the discussion aside for a period of time.

_____ 6. The FHA Fact and Parliamentary Procedure Test is a STAR Events contest.

_____ 7. HERO stands for Home Economics Related Organizations.

_____ 8. One of the purposes of Future Homemakers of America is to strengthen the function of the family.

_____ 9. The FHA colors are blue and red.

_____ 10. "Toward New Tomorrows" is the FHA motto.

PART II: MATCHING

Directions: Match each item in Column I with a correct response in Column II. Put the letter of the correct response in the blank preceding the words in Column I.

Group 1:

	COLUMN I	COLUMN II
______	1. Leads the group in musical relaxers.	a. President
______	2. Records minutes of the meetings.	b. Vice-President
______	3. Presides over meetings	c. Secretary
______	4. Handles financial matters	d. Treasurer
______	5. Replaces the president when necessary	e. Reporter
______	6. Compiles a scrapbook of FHA activities	f. Historian
______	7. Maintains order during meetings	g. Parliamentarian
		h. Song leader

Group 2:

	COLUMN I	COLUMN II
______	1. A chapter designed for students who are training for specific careers in home economics related subjects.	a. Leadership b. *Teen Times*
______	2. Is the ability of a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions, and to move a group to action.	c. FHA d. Amend e. HERO
______	3. An FHA publication.	f. FHA goal
______	4. Set of rules for conducting a meeting in an organized and efficient manner.	g. Adjourn
______	5. A chapter that places major emphasis on consumer education, homemaking and family life education combined with exploration of jobs and careers.	h. Parliamentary procedures
______	6. To help youth assume their roles in society through home economics education, in the areas of personal growth, family life, vocational preparation, and community involvement.	
______	7. To bring the meeting to a close.	

III. FILL IN THE BLANKS

Directions: Complete each sentence by placing the correct response in the blank(s) provided.

________________ 1. There are __1__ FHA Districts in the state of Louisiana.

________________ 2. Louisiana is in the __2__ Region.

a.________________ 3. __a__ and __b__ are colors of Future Homemakers of America and they symbolize __c__ and __d__.
b.________________
c.________________
d.________________

________________ 4. The __4__ rose is the FHA flower.

a.________________ 5. Two FHA publications are __a__ and __b__.
b.________________

a.________________ 6. STAR stands for __a__ __b__ __c__ with __d__.
b.________________
c.________________
d.________________

a.________________ 7. Two vocational education student organizations are __a__ and __b__.
b.________________

IV. LISTING

Directions: List the correct answers to each statement in the blanks provided.

1. List five characteristics of a good officer.
   a.
   b.
   c.
   d.
   e.

2. List three STAR Events contests.
   a.
   b.
   c.

3. List the five organizational levels of Future Homemakers of America.
   a.
   b.
   c.
   d.
   e.

V. DISCUSSION

Directions: Use complete sentences to discuss each question.

1. Discuss three purposes of Future Homemakers of America.

2. Briefly discuss each step in The Planning Process.

UNIT TEST - ANSWER KEY

FUTURE HOMEMAKERS OF AMERICA

PART I: TRUE-FALSE

1. F
2. F
3. F
4. T
5. T
6. T
7. F
8. T
9. F
10. F

PART II: MATCHING

Group 1:	Group 2:
1. h	1. e
2. c	2. a
3. a	3. b
4. d	4. h
5. b	5. c
6. f	6. f
7. g	7. g

PART III: FILL IN THE BLANKS

1. Six
2. Southern
3. a. Red
    b. White
    c. Strength
    d. Sincerity
4. Red
5. any 2 of the FHA publications
6. a. Students
    b. Taking
    c. Action
    d. Recognition
7. Any 2 of the vocational student organizations

PART IV: LISTING

1. a. possess leadership ability
    b. reliable
    c. hard worker
    d. dependable
    e. good conversationalist and others
2. Any of 3 of the FHA STAR Events contests
3. a. National
    b. State
    c. District
    d. Parish
    e. Local

PART V: DISCUSSION

1. Evaluate using purposes of Future Homemakers of America.

2. Evaluate using FHA Planning Process.

UNIT SIX

HOUSING

INTRODUCTION

It is a fact that housing requires the individual to make many decisions. Because teenagers share responsibilities in a house and will one day manage a home of their own, it is imperative that they be exposed to the important aspects of housing. This unit focuses on conserving energy, sharing home responsibilities, and the safety and maintenance of a home.

COMPETENCIES

1. Identify the types of homes in which people live.
2. Describe how a home can be made attractive.
3. Interpret the relationship between the sharing of home responsibilities and successful family living.
4. Identify and use cleaning equipment and products.
5. Identify safety practices to use in the home.
6. Describe ways to conserve energy in the home.
7. Determine careers related to housing.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify factors that influence the types of homes in which people live.
2. Describe how a home can be made attractive using the elements and principles of design.
3. List ways family members can schedule time in shared space.
4. Make efficient use of cleaning equipment and products.
5. List and describe safety practices to use in the home.
6. Cite conservation practices to use in the home.

7. Give examples of housing careers.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will list factors affecting housing choices.
2. Through activities, students will plan an attractive room using the elements and principles of design.
3. Through a project, students will devise a time schedule for use of shared space.
4. On a written test, students will list and explain the use of cleaning equipment and products.
5. On a written test, students will identify home safety practices.
6. Through a project, students will present energy conservation tips.
7. Through a project, students will construct a bulletin board of careers related to housing.

METHODOLOGY

Use the information from the unit outline to introduce the topical content of the factors involved in becoming aware of the responsibilities of managing a house. Use the materials in the appendix to enhance the presentation of the housing concepts. Invite resource people to present up-to-date facts about the housing market.

SUGGESTED INTEREST APPROACHES

1. Invite a guest speaker.
2. Encourage participating and completion of "My Special Place" worksheet.
3. Expose students to library facilities available for use in researching costs of buying or renting a home.

UNIT OUTLINE

HOUSING

I. Decisions about housing

  A. Needs
  B. Basic choices

II. Decorating space

  A. Elements of design
  B. Principles of design
  C. Accessories

III. Sharing space

IV. Caring for living space

  A. Purposes
  B. Schedule
  C. Clean areas

V. Home safety

  A. Emergency number
  B. Common safety problems
  C. Preventing accidents

VI. Energy

  A. Sources of energy
  B. Uses of energy
  C. Saving energy

VII. Careers

  A. Construction
  B. Home design
  C. Home maintenance
  D. Communications
  E. Real estate

OBJECTIVE UNIT/CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1. Decisions about Housing	Reading	1. Distinguish between a house and a home. Discuss definition using handout.
	Writing	2. Discuss and list needs met by housing.
	Writing	3. List factors which influence basic housing choices.
	Reading Writing	4. Complete change of address form.
	Reading	5. View bulletin board "Housing Types: Which Would You Choose?"
	Reading	6. Define types of housing.
	Reading Writing	7. Complete puzzle "Home Sweet Home."
	Reading Writing	8. Complete worksheet "Housing Questionnaire."
	Reading Writing Mathematics	9. Using classified ads, research cost of buying or renting a home.
	Reading	10. Define rent and mortgage.
Objective 2. Decorating space	Reading	1. Define and discuss the elements of design and how they relate to housing.
	Reading	2. Discuss symbolic meanings of color.
	Reading	3. Define and discuss the principles of design and how they relate to housing.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	4. Complete worksheet "What Would You Do?"
	Reading Writing	5. Plan an attractive room using worksheet "My Special Place."
	Reading	6. Define accessories.
	Writing	7. List purposes and give examples of accessories.
Objective 3 Sharing space	Reading	1. Define terms related to sharing space.
	Reading	3. Practice problem solving skills using worksheet "Sharing Space."
	Reading Writing Mathematics	4. Devise a time schedule for use of shared space.
Objective 4 Caring for living space	Writing	2. Compile a list of things that need to be cleaned in and around the home and how often cleaning needs to be done.
	Reading	3. Discuss equipment and supplies used in household cleaning.
	Writing	4. List jobs to be done in each area of the home.
	Writing	5. Devise an individual schedule of chores to be completed in the home.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 5 Home safety	Writing	1. List and discuss common safety problems in the home.
		2. Compile a list of emergency telephone numbers.
	Reading Writing	4. Complete "Home Safety " worksheet.
Objective 6 Energy	Reading	1. Define energy terms.
	Reading	3. Review pamphlets on energy topics.
Saving energy	Reading Writing	4. Complete "Seek a Word."
	Writing	5. In a group, list and share with class energy conservation tips.
	Reading	6. Complete "Housing and Home Safety" crossword puzzle.
	Reading Writing Mathematics	7. Participate in FHA STAR Event "Energy Education Contest."
Objective 7 Careers in housing	Reading	2. Research a job related to housing and present an oral report.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. On a written test, students will list factors affecting housing choices.

Unit Content	Learning Activities
Decisions about housing	1. Distinguish between a house and a home. Discuss definition using handout in Appendix A.
--Needs .Psychological needs -Privacy -Individuality -Personal values and goals .Physical needs -Space for possessions -Space for activities -Comfort -Safety -Energy	2. Discuss and list needs met by housing.
--Basic choices .Factors influencing where to live -Availability of work	3. List factors which influence basic housing choices.
-Availability of community services .Police .Fire .Transportation system .School .Neighborhood .Recreation .Shopping facilities -Environmental conditions	4. Complete change of address form found in Appendix B.
.Types of housing -Single family house -Town house -Duplex or triplex	5. View bulletin board "Housing Types: Which Would You Choose?" in Appendix C.
-Apartment or condominium -Manufactured homes -Houseboat	6. Define types of housing using Appendix A.
	7. Complete puzzle "Home Sweet Home" in Appendix D.

	8. Complete worksheet "Housing Questionnaire" in Appendix E.
.Cost of housing -Rent -Buy or mortgage -Other factors to consider .Utilities .Maintenance .Yard upkeep .Insurance	9. Using classified ads, research costs of buying or renting a home. 10. Define rent and mortgage using Appendix A.

---

2. Through activities, students will plan an attractive room using the elements and principles of design.

Unit Content	Learning Activities
Decorating space	1. Define and discuss the elements of design and how they relate to housing using Appendix A.
--Elements of design .Color .Texture .Space .Shape .Line	2. Discuss symbolic meanings of color using Appendix F.
--Principles of design .Unity .Contrast .Emphasis .Balance .Proportion .Rhythm	3. Define and discuss the principles of design and how they relate to housing using Appendix A. 4. Complete worksheet "What Would You Do?" in Appendix G. 5. Plan an attractive room using worksheet "My Special Place" in Appendix H.
--Accessories .Definition	6. Define accessories using Appendix A.
.Purposes -Useful .Ash tray	7. List purposes and give examples of accessories.

- .Pillows
- .Lamps
- .Mirrors
- .Clocks
- -Decorative
  - .Pictures
  - .Flowers
  - .Plants
  - .Wall hangings
- -Meaningful
  - .Collector spoons
  - .Heirlooms
  - .Hand crafted items
  - .Gifts

---

3. Through a project, students will devise a time schedule for use of shared space.

Unit Content	Learning Activities
Sharing space --Consideration for others .Respect personal space -Allow privacy -Ask permission -Knock before entering -Leave others' belongings alone	1. Define terms related to sharing space using Appendix A. 2. Discuss problems in sharing space. 3. Practice problem solving skills using worksheet "Sharing Space" in Appendix I.
.Respect shared space -Schedule .Television .Bathroom time .Telephone .Quiet time .Guests -Consideration .Volume of television, radio, voice .Time in bathroom, on the phone, etc. .Neatness	4. Devise a time schedule for use of shared space using form in Appendix J.

---

4. On a written test, students will list and explain the use of cleaning equipment and products.

Unit Content	Learning Activities
Caring for living space --Purposes .Lasts longer .Prevents disease .Preserves structure .Personal satisfaction .Makes life easier .Increases property value .Reduces accidents	1. Discuss the purposes of caring for living space.
--Schedule .Get organized .Assign chores if shared	2. Compile a list of things that need to be cleaned in and around the home and how often cleaning needs to be done.
.Choose equipment .Choose products	3. Discuss equipment and supplies used in household cleaning using Appendix K.
--Clean areas .Bedroom .Bath .Kitchen .Other inside areas .Outside	4. List jobs to be done in each area of the home.
--Scheduling .Daily .Weekly .Occasionally	5. Devise an individual schedule of chores to be completed in the home using worksheet in Appendix L.
	6. Clean home economics department using products and equipment discussed in class.

5. On a written test, students will identify home safety practices.

Unit Content

Home safety
- --Emergency telephone numbers
- --Common safety problems
  - .Falls
    - -Most common cause of fatal home accidents
    - -Increased health risk for the elderly
  - .Fires and electrical problems
  - .Poisoning
    - -Children are most likely victims
  - .Cuts
- --Preventing accidents
  - .Falls
    - -Floors
    - -Stairs
    - -Bathrooms
  - .Electrical problems and fires
    - -Outlets
    - -Appliances
    - -Fuse box
    - -Home wiring
    - -Smoke detectors
    - -Fire extinguishers
  - .Poisoning
  - .Cuts

Learning Activities

1. List and discuss common safety problems in the home.
2. Compile a list of emergency telephone numbers.
3. View filmstrip on home safety.
4. Complete "Home Safety" worksheet in Appendix M.
5. Discuss ways to prevent home accidents.
6. Listen to speaker from the fire department discuss home safety.
7. Discuss the need for a planned evacuation from the home.

---

6. Through a project, students will present energy conservation tips.

Unit Content

Energy

Learning-Activities

--Definition	1. Define energy terms using Appendix A.
--Sources of energy .Oil .Natural gas .Coal .Hydroelectric .Nuclear reactors .Solar .Geothermal .Wind --Uses of energy .Cleaning appliances .Heating and cooling .Entertainment .Lighting .Food preparation .Personal care	2. Listen to guest speaker discuss energy. 3. Review pamphlets on energy topics.
Saving energy	4. Complete "Seek a Word" in Appendix N. 5. In a group, list and share with class energy conservation tips. 6. Complete "Housing and Home Safety" crossword puzzle in Appendix O. 7. Participate in F.H.A. STAR Event "Energy Education Contest."

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7. Through a project, students will construct a bulletin board of careers related to housing.

Unit Content	Learning Activities
Careers in housing --Construction .Architect .Carpenter .Painter	1. Discuss how everyone has a job related to housing. 2. Research a job related to housing and present an oral report.

.Plumber
.Electrician
.Gardener
--Home design
.Tailor or seamstress
.Interior designer
.Buyer
.Store clerk
--Home maintenance
.Plumber
.Housekeeper
--Communication
.Home economists
.Writers
.Editors
--Real estate
.Agent
.Salesperson
.Appraiser

3. Compile a bulletin board on careers related to housing.

4. Listen to speaker discuss a housing career.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas and cooperating with other students in developing the project involving home improvement, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbooks, materials for selected projects and handouts selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Household Basics," Rubbermaid, Inc., Wooster, Ohio 44691, 1982.

Publications

Brendel, Susan. Home Economics Puzzle Fun. Portland, Maine: J. Weston Walch, 1984.

Crossword Puzzles for Homemaking Classes. Tony, Wisconsin: Homemaking Research Laboratories, 1975.

Energy Activities for Home Economics Classes. Louisiana Department of Natural Resources, Energy Division, P. O. Box 44156, Baton Rouge, Louisiana 70904-4156.

Forms and You. Portland, Maine: J. Weston Walch, 04104-0658.

Rice, Ruth. 50 Word Games for Home Economics. Portland, Maine: J. Weston Walch, 1975.

Wallack, Paul. Interior Design: A Space Planning Kit. Cincinnati, Ohio: South-Western Publishing Company, 1983.

RESOURCES

Chamberlain, Valerie. Teen Guide. New York: Webster Division/McGraw-Hill Book Company, 1985.

Foster, Josephine, Janice Hogan, Bettie M. Herring and Audrey Gieseking-Williams. Creative Living. Encino, California: Glencoe Publishing Company, 1985.

Kelly, Joan and Eddye Eubanks. Today's Teen. Peoria, Illinois: Bennett Publishing Company, 1981.

APPENDIX A

HOUSING TERMS

ACCESSORIES - the extras in a room which add a special touch.

APARTMENT - A building that contains many separate living units that may range in size from one-bedroom to three-bedroom units.

BALANCE - a feeling of equality or inequality; principle of design.

COLOR - usually the most noticed element of design.

CONSIDERATION - thinking about the needs of others.

CONTRAST - to arrange so as to set off or to bring out differences; principle of design.

DUPLEX OR TRIPLEX - a single structure which if divided in half is a duplex or if divided in three is a triplex.

EMPHASIS - center of interest in a design; principle of design.

ENERGY - the ability to do work.

HOME - anywhere that people live.

HOUSE - a structure providing shelter.

HOUSEBOAT - a covered boat used as a house.

HYDROELECTRIC POWER - electricity generated by falling water.

INSULATION - material placed in walls or ceilings to maintain a consistent temperature in the house.

LINE - narrow form which appears to have length but no width; element of design.

MOBILE HOME - factory-made house with wheels.

MORTGAGE - a debt owed to a bank for a home one is buying.

PERSONAL SPACE - space that is used by one person.

PROPORTION - the ratio of one part to another part or to the whole; a principle of design.

RENT - a monthly fee paid to the person who owns the living space.

RHYTHM - a sense of movement in a natural flow from one part of a design to another; a principle of design.

SHARED SPACE - space that is used by more than one person.

SHAPE - the form of an object; element of design.

SINGLE FAMILY HOUSE - living space for one family; this structure stands on its own.

SPACE - an element of design; amount of available area in a room or home.

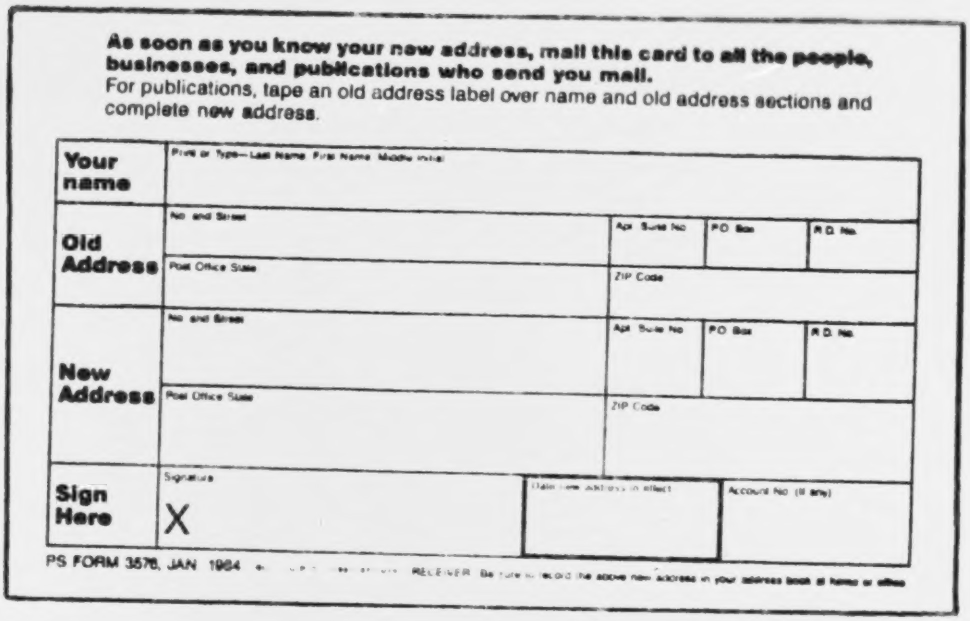
TEXTURE - the way a material looks and feels; element of design.

TOWNHOUSE - an apartment-type complex which can be rented or bought.

UNITY - when all objects in a room look like they belong together; principle of design.

APPENDIX B

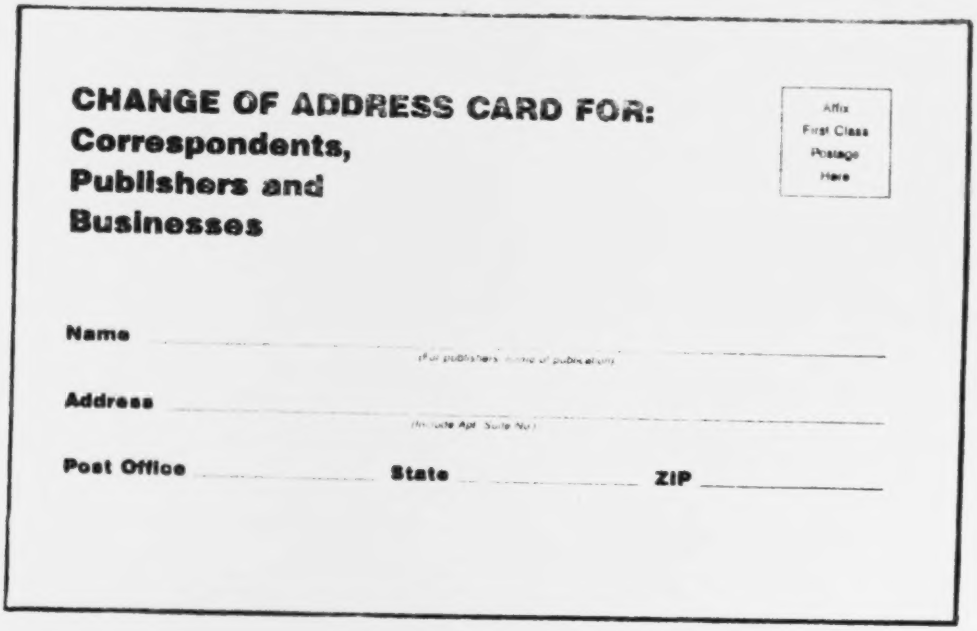
CHANGE OF ADDRESS FORM



As soon as you know your new address, mail this card to all the people, businesses, and publications who send you mail.
For publications, tape an old address label over name and old address sections and complete new address.

Your name	Print or Type—Last Name First Name Middle Initial			
Old Address	No. and Street	Apt Suite No	P.O. Box	R.D. No.
	Post Office State	ZIP Code		
New Address	No. and Street	Apt Suite No	P.O. Box	R.D. No.
	Post Office State	ZIP Code		
Sign Here	Signature X	Date new address in effect	Account No. (If any)	

PS FORM 3576, JAN. 1984 [illegible] RECEIVER: Be sure to record the above new address in your address book at home or office



CHANGE OF ADDRESS CARD FOR:
Correspondents,
Publishers and
Businesses

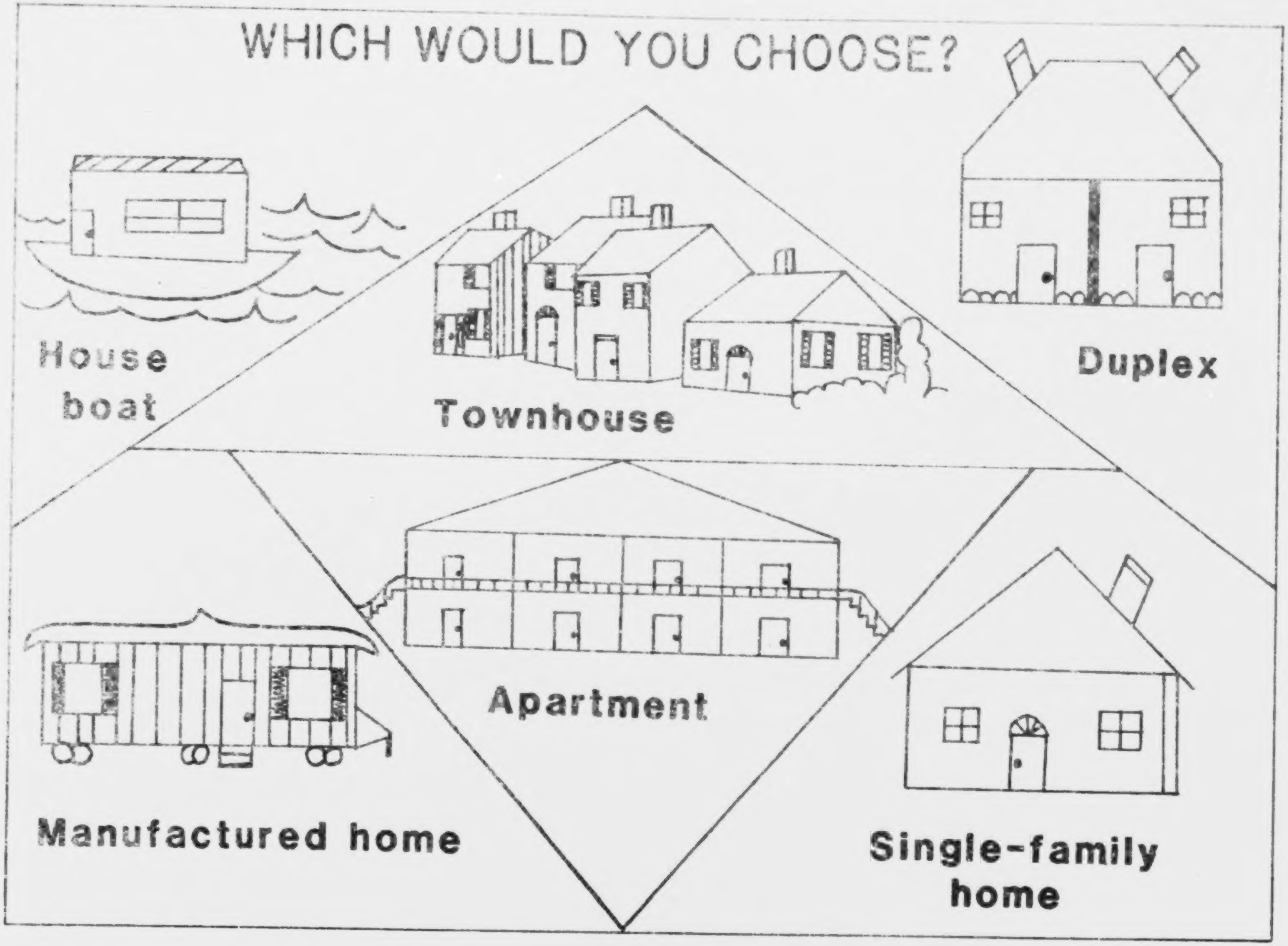
Affix
First Class
Postage
Here

Name ______________________________
(For publishers: name of publication)

Address ______________________________
(Include Apt. Suite No.)

Post Office __________ **State** __________ **ZIP** __________

WHICH WOULD YOU CHOOSE?


House boat
Townhouse
Duplex
Manufactured home
Apartment
Single-family home

APPENDIX D

HOME SWEET HOME

Directions:

Select an answer from the list to fit each definition. Write the answers on the puzzle.

1. _ _ _ _ _ _ _ _ _ _ _ _ ○ _ _ _
2. _ _ _ _ _ _ ○ _ _
3. ○ _ _ _ _ _ _
4. _ _ _ _ _ ○ _ _ _ _ _
5. _ _ _ ○ _ _ _ _ _ _ _ _ _ _
6. _ _ ○ _ _ _ _ _ _
7. _ _ _ _ _ _ _ _ _ _ _ _ ○
8. _ _ _ _ ○ _
9. _ _ _ _ ○ _ _ _ _
10. _ _ _ _ _ _ _ _ ○ _ _ _
11. _ _ _ _ _ _ _ _ _ _ _ _ ○ _ _ _
12. _ _ _ ○ _ _ _ _ _
13. _ ○ _ _ _ _

ANSWERS:
housing project, apartment, duplex, tenant, mansion, farmhouse, townhouse, neighborhood, houseboat, boarding house, single family home, manufactured home, trailer park

1. Factory made house on wheels.
2. A covered boat used as a house.
3. A big house, fancy and expensive.
4. Place where people live in manufactured homes.
5. Low-income governmental dwellings.
6. An apartment-type complex which can be rented or bought.

7. A house with furnished rooms to rent, by the week or the month.
8. Two-family house.
9. A building that contains many separate living units.
10. Small part of town where people live near each other.
11. Living space for one family.
12. A home in the country.
13. Person who pays rent for a place to live.

APPENDIX D

ANSWER KEY

1. MANUFACTUREDⒽOME
2. HOUSEBⓄAT
3. ⓂANSION
4. TRAILⒺRPARK

5. HOUⓈINGPROJECT
6. TOⓌNHOUSE
7. BOARDINGHOUSⒺ
8. DUPLⒺX
9. APARⓉMENT

10. NEIGHBORⒽOOD
11. SINGLEFAMILYHⓄME
12. FARⓂHOUSE
13. TⒺNANT

APPENDIX E

HOUSING QUESTIONNAIRE

1. What type of housing do you live in? ______________________________

2. What other type(s) of housing has your family lived in? __________

3. If you could choose any place in the world to live, where would it be? Why? ______________________________

4. What do you think makes a house a home? ______________________________

5. What is your favorite area at home? ______________________________

6. What do you like most about your home? ______________________________

7. What would you change about your home if you could? ______________

8. Where do you entertain friends in your home? ______________________

APPENDIX F

WHAT'S YOUR COLOR?

COLORS:	TRADITIONAL MEANINGS:
BLACK:	SOPHISTICATION, STRENGTH, DARKNESS, DESPAIR, SORROW, EVIL, DEATH
BLUE:	DIGNITY, RESTFULNESS, COOLNESS, SKY, WATER, TRUTH, SERENITY
BROWN:	EARTHINESS, COMFORT, RUGGEDNESS, WARMTH
GOLD:	POWER, LUXURY, ROYALTY, SUN, RICHES
GREEN:	NATURE, FRIENDLINESS, LIFE, SPRING, RESTFULNESS, ENVY
GREY:	AGE, FATIGUE, INFERIORITY
ORANGE:	CHEERFULNESS, WARMTH, ENERGY, HOSPITALITY
PINK:	SOFTNESS, PLEASURE, FEMININITY
RED:	POWER, LOVE, PASSION, DANGER, ANGER
VIOLET:	ROYALTY, JUSTICE, DIGNITY, WISDOM
WHITE:	INNOCENCE, PURITY, PEACE, FAITH, CLEANLINESS
YELLOW:	SUNLIGHT, WARMTH, CHEERFULNESS, COWARDICE, JEALOUSY

APPENDIX G

WHAT WOULD YOU DO?

Directions:

Complete the following statements about home decorating. Use the numbered fragments to complete each statement.

______ A. If you want to make a room look wider,
______ B. Place wall hangings so that
______ C. If you want to avoid a cluttered look,
______ D. If you want your ceiling to look higher,
______ E. Rhythm can be achieved in a room by
______ F. If you want your room to look larger,
______ G. You can combine different woods and furniture styles if
______ H. If your room receives little outside light,
______ I. Unity can be achieved in a room by

1. repeating certain lines, colors, and shapes.
2. use warm, light colors; where there is much sunlight, cool colors are more restful.
3. use a lighter color on the ceiling and use vertical stripes on the walls.
4. they have some similarity in form, color, or texture.
5. paint the entire room a light color and paint the woodwork right in with the wall.
6. use horizontal lines or bold patterns (such as print curtains) on the end walls, keeping the long side walls plain.
7. putting some pieces of heavy furniture on both sides of the room and keeping the furniture in scale with the room and in proportion to furniture nearby.
8. the center of the wall hanging will be about eye level for a person of average height.
9. don't use too many different knickknacks, lamps with several different types of shades, etc.

APPENDIX G

ANSWER KEY

A. 6

B. 8

C. 9

D. 3

E. 1

F. 5

G. 4

H. 2

I. 7

APPENDIX H

MY SPECIAL PLACE

Directions:

Using pictures cut from catalogs and magazines, design your special place.

Consider:
- Type of room
- Floor plan (windows, doors)
- Traffic patterns
- Activities
- Center of interest
- Major furnishings
- Accessories
- Storage
- Lighting
- Color
- Textures

Evaluate:
- What do you like best about your special place?

APPENDIX I

SHARING SPACE

Directions:

Sharing space requires thoughtfulness on the part of all those involved. Use your problem-solving skills to choose the best solution for each case study below.

Case Study 1:

You like to bring friends home to visit. You share a room with your younger sister/brother. You never seem to have privacy and arguments often result.

What is your point of view? ______________________________

____

What is your younger sister's/brother's point of view? __________

____

List two possible solutions for the problem. ________________

____

____

Case Study 2:

You live in a small house with a large family. Finding a quiet place to study is difficult. You have gotten into many heated discussions because you feel that your parents are not providing you with necessary space.

What is your point of view? ______________________________

____

What is your parents point of view? _______________________

____

List two possible solutions for the problem. ________________

____

____

Circle the best solution.

APPENDIX J

Select one hour of the day when activities requiring the sharing of space are completed.

Time: ________________

List all activities carried out within the time period. Place a check next to those activities that require sharing of space.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Set up a time schedule for completing those activities requiring sharing of space. Include in the schedule, the name of the individual, activities to be completed, area that must be shared, and time for use of space that must be shared.

Example:

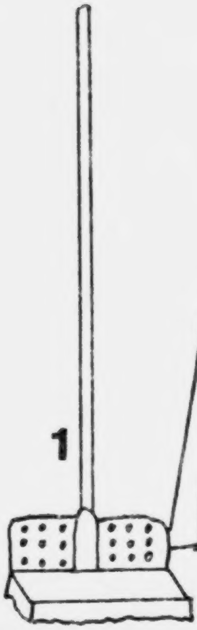
WHO	ACTIVITY	SPACE	TIME

APPENDIX K

CLEANING EQUIPMENT

Directions:

Name and tell the use of the equipment shown below on the answer sheet.



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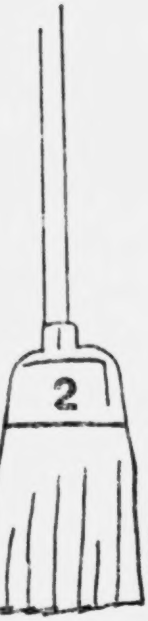

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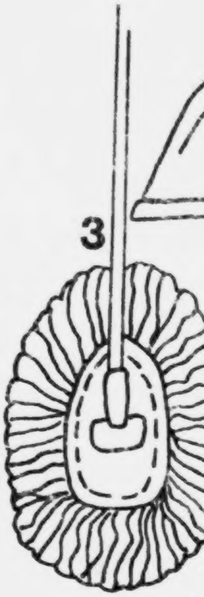

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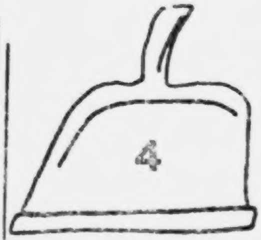

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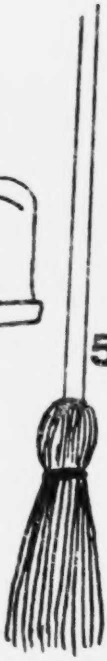

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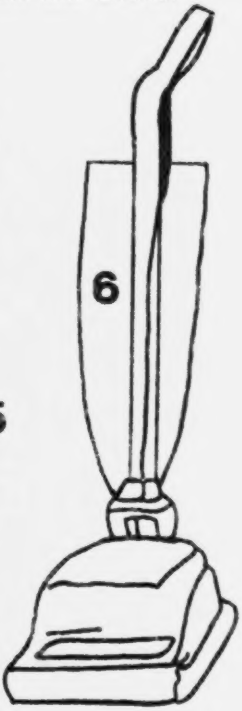

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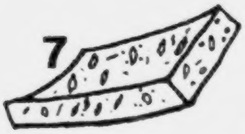

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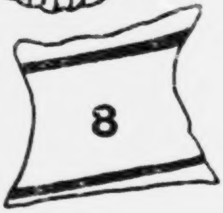

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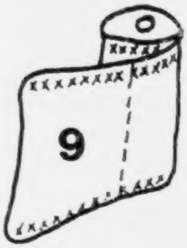

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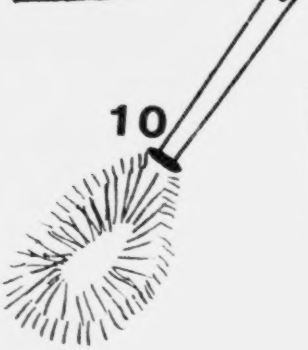

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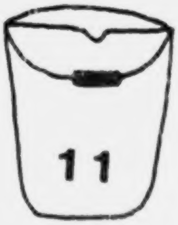

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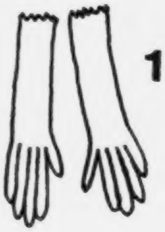


12

APPENDIX K

ANSWER SHEET

1. Name: ______
   Use: ______
2. Name: ______
   Use: ______
3. Name: ______
   Use: ______
4. Name: ______
   Use: ______
5. Name: ______
   Use: ______
6. Name: ______
   Use: ______
7. Name: ______
   Use: ______
8. Name: ______
   Use: ______
9. Name: ______
   Use: ______
10. Name: ______
    Use: ______
11. Name: ______
    Use: ______
12. Name: ______
    Use: ______

APPENDIX K

ANSWER KEY

1. Sponge mop - used for damp mopping or waxing floors.
2. Broom - used for sweeping the floor.
3. Dustmop - used for dry mopping or dusting the floors.
4. Dustpan - used to pick up dirt, dust, etc. after sweeping.
5. Mop - used for damp mopping floors.
6. Vacuum cleaner - an electric appliance used to pull dirt, dust, etc. from floors or floor covering.
7. Sponge - used for damp cleaning.
8. Dusting cloth - cloth used for removing dust from household items.
9. Paper towel - a disposable cleaning cloth.
10. Toilet brush - used for scrubbing a toilet bowl.
11. Mop bucket - used to hold cleaning solution.
12. Rubber gloves - used to protect hands while cleaning.

APPENDIX L

MY WORK SCHEDULE

JOBS TO BE DONE	WHEN

APPENDIX M

HOME SAFETY

1. To prevent _ _ _ _ _, keep walking areas clear of toys and other things.
2. Don't plug too many things into one _ _ _ _ _ _ _ _ _ _ outlet.
3. Don't plug in an electric appliance if _ _ _ _ has started to fray.
4. Pour baking soda, not water, onto a grease _ _ _ _.
5. Sweep up broken _ _ _ _ _ _ as soon as possible.
6. Stairways should have a light _ _ _ _ _ _ _ at both the top and bottom.
7. Along every stairway, there should be a _ _ _ _ _ _ _ _ _ _.
8. Never squirt lighter _ _ _ _ _ _ onto a barbecue grill after it is lit.
9. Keep poisons and sharp _ _ _ _ _ _ _ out of the reach of children.
10. Immediately wipe up _ _ _ _ _ _ _ on the floor so nobody will slip and fall.
11. Never use an electric appliance when taking a _ _ _ _.
12. The most common type of accidents in the home are _ _ _ _ _ _ and they also cause the most serious injuries.
13. Throw rugs should have _ _ _ _ _ _ _ backing to prevent skidding.
14. Use a _ _ _ _ _ _ _ in front of a fireplace to keep sparks from the floor or rug.
15. Keep dangerous household chemicals away from _ _ _ _ _ _ _ _ _.
16. Never poke a metal utensil down into a _ _ _ _ _ _ _ _ to get out a piece of bread that is stuck.
17. Every home should have a smoke _ _ _ _ _, especially near bedrooms.
18. When using products that give off dangerous fumes, work in an area that is properly _ _ _ _ _ _ _ _ _ _ _.
19. The _ _ _ _ _ _ _ _ is the most dangerous room in the house.

APPENDIX M

ANSWER KEY

1. falls
2. electric
3. cord
4. fire
5. glass
6. switch
7. hand rail
8. fluid
9 knives
10. spills
11. bath
12. burns
13. rubber
14. screen
15. children
16. toaster
17. alarm
18. ventilated
19. kitchen

APPENDIX N

ENERGY USERS

B	B	X	D	P	V	Z	G	S	O	Y	C	H	V	L	H	J	K	Z	Q	Y	V	R	S	W
G	V	I	W	X	N	M	F	Y	N	X	B	K	M	L	D	Z	Q	F	W	M	X	X	K	D
E	Q	W	A	J	W	G	I	O	S	W	V	A	X	K	D	T	F	R	F	K	H	U	U	R
T	D	B	T	D	K	C	I	C	O	H	A	I	R	D	R	Y	E	R	R	L	L	O	E	I
O	C	U	E	Y	I	S	Q	R	R	A	E	E	A	K	D	A	Z	E	V	S	Z	N	Z	I
B	G	J	R	V	I	S	M	J	P	O	T	Q	R	J	U	E	N	S	D	F	O	M	V	K
F	Y	K	H	V	S	G	H	Q	W	A	W	N	L	X	L	A	E	W	A	I	J	R	A	E
K	P	V	E	V	V	T	J	W	E	E	E	A	Z	L	E	D	R	F	T	N	O	Q	S	S
V	R	L	A	G	H	S	E	H	A	Q	B	K	V	L	Z	K	D	I	E	L	W	B	T	E
V	E	Y	T	T	R	F	R	R	R	S	H	O	C	E	E	A	D	S	C	G	A	V	E	R
T	J	N	E	P	U	E	B	J	E	M	H	M	N	T	O	N	T	Y	A	V	S	M	R	S
U	K	R	R	G	T	W	U	R	A	O	U	E	S	B	O	V	K	J	N	J	H	Y	E	E
D	F	L	A	A	X	V	R	P	O	U	K	W	R	C	P	L	E	S	O	J	I	Z	O	E
A	U	O	W	D	X	F	Q	E	C	I	W	R	R	D	U	Q	S	N	P	R	N	U	P	F
P	U	W	O	W	I	F	P	A	F	E	L	I	C	O	M	P	U	T	E	R	G	A	N	H
G	M	T	M	D	A	O	V	Z	Q	R	A	E	Q	L	X	E	N	Y	N	D	M	K	D	I
S	D	Q	O	R	P	Y	Q	H	G	I	I	A	R	Z	O	S	D	F	E	K	A	X	W	A
X	G	K	B	M	B	R	K	G	K	X	G	G	K	R	K	C	F	A	R	H	C	R	R	V
Q	Q	I	Q	P	O	U	O	B	L	E	N	D	E	R	S	T	K	N	Z	N	H	D	J	Y
Z	R	G	N	P	D	B	L	C	D	C	M	X	E	R	T	M	V	E	W	I	I	R	M	O
B	T	E	X	O	H	U	I	S	E	W	I	N	G	M	A	C	H	I	N	E	N	Y	I	J
X	F	V	I	E	E	S	J	L	V	S	A	N	M	C	L	T	W	L	D	Z	E	E	R	K
O	N	G	W	U	T	M	J	Q	E	Q	S	K	K	L	Q	T	O	A	S	T	E	R	O	P
J	J	E	K	I	X	U	T	I	O	N	V	O	R	B	Q	G	D	R	D	C	O	Q	N	A
L	K	N	L	V	B	P	D	V	G	F	E	A	R	B	G	C	F	N	D	M	O	X	U	D

THERE ARE 23 WORDS HERE - CAN YOU FIND THEM?

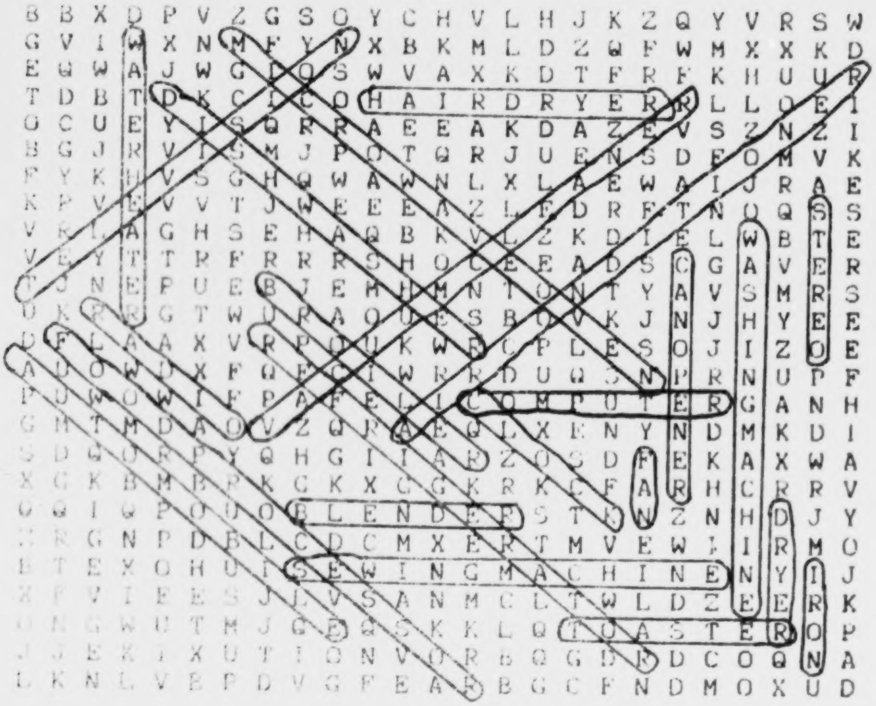
HERE ARE THE WORDS TO LOOK FOR:

AIR CONDITIONER
BLENDER
CAN OPENER
COMPUTER
DRYER
FOOD PROCESSOR
IRON
RADIO
SEWING MACHINE
STEREO
TOASTER
WASHING MACHINE
WATER HEATER

AUTOMOBILE
BROILER
CLOCK
DISHWASHER
FAN
HAIR DRYER
MICROWAVE OVEN
REFRIGERATOR
TELEVISION
VACUUM CLEANER

APPENDIX N

ANSWER KEY



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B B X D P V Z G S O Y C H V L H J K Z Q Y V R S W
G V I W X N M F Y N X B K M L D Z Q F W M X X K D
E Q W A J W G D O S W V A X K D T F R F K H U U R
T D B T D K C I C O H A I R D R Y E R R L L O E I
O C U E Y I S Q R R A E E A K D A Z E V S Z N Z I
B G J R V I S M J P O T Q R J U E N S D E O M V K
F Y K H V S G H Q W A W N L X L A E W A I J R A E
K P V E V V T J W E E E A Z L E D R F T N O Q S S
V K L A G H S E H A Q B K V L Z K D I E L W B T E
V E Y T T R F R R R S H O C E E A D S C G A V E R
T J N E P U E B J E H H M N T O N T Y A V S M R S
U K R R G T W U R A O U E S B O V K J N J H Y E E
D F L A A X V R P O U K W E C P L E S O J I Z O E
A U O W D X F Q E C I W R R D U Q J N P R N U P F
P U W O W I F P A F E L I C O M P U T E R G A N H
G M T M D A O V Z Q R A E Q L X E N Y N D M K D I
S D Q O R P Y Q H G I I A R Z O S D F E K A X W A
X G K B M B R K C K X G G K R K C F A R H C R R V
Q Q I Q P O U O B L E N D E R S T K N Z N H D J Y
C R G N P D B L C D C M X E R T M V E W L I R M O
B T E X O H U I S E W I N G M A C H I N E N Y I J
X F V I E E S J L V S A N M C L T W L D Z E E R K
O N G W U T M J G E Q S K K L Q T O A S T E R O P
J J E K I X U T I O N V O R B Q G D R D C O Q N A
L K N L V E P D V G F E A R B G C F N D M O X U D
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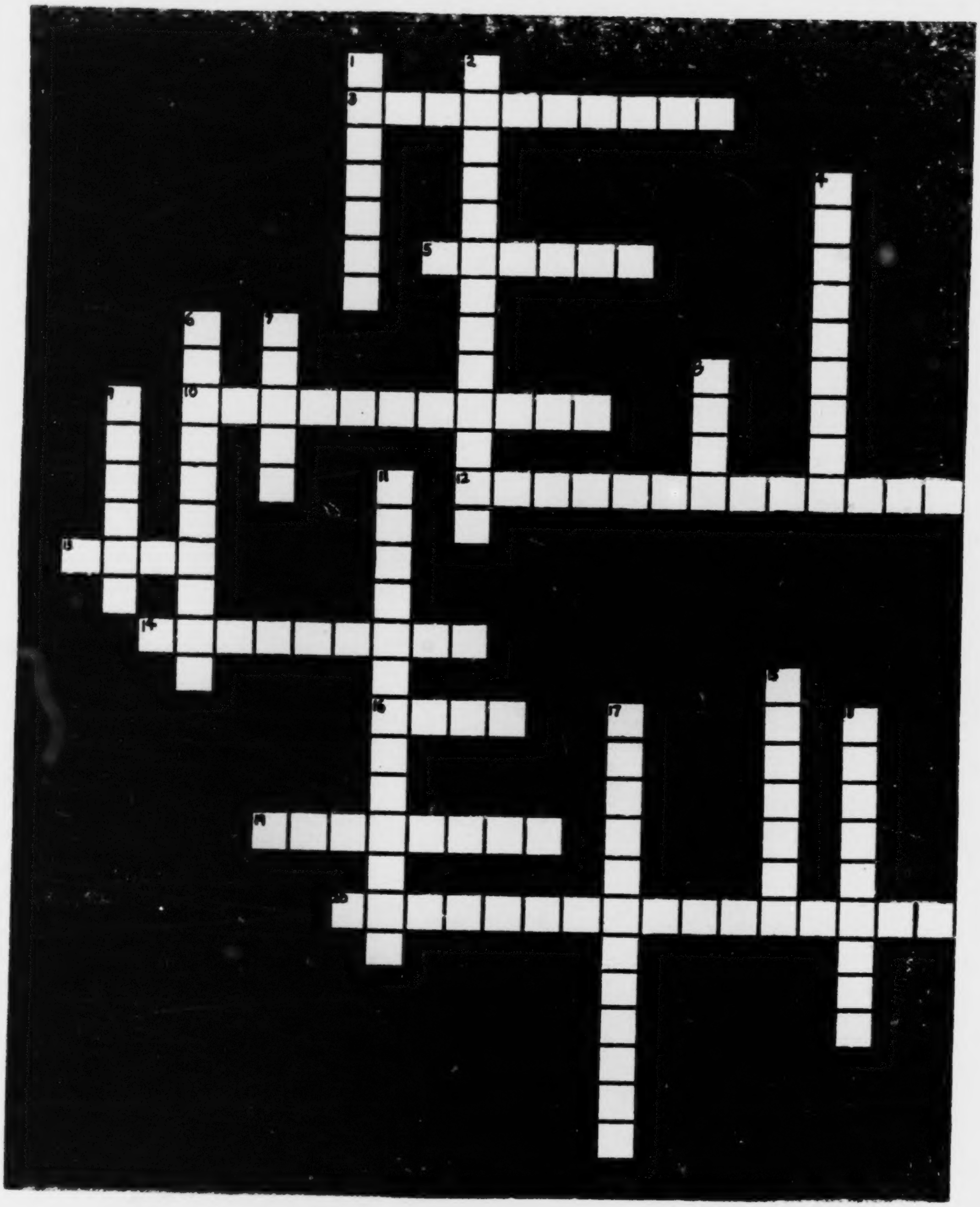
APPENDIX O

HOUSING AND HOME SAFETY


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

APPENDIX O

HOUSING AND HOME SAFETY

Across

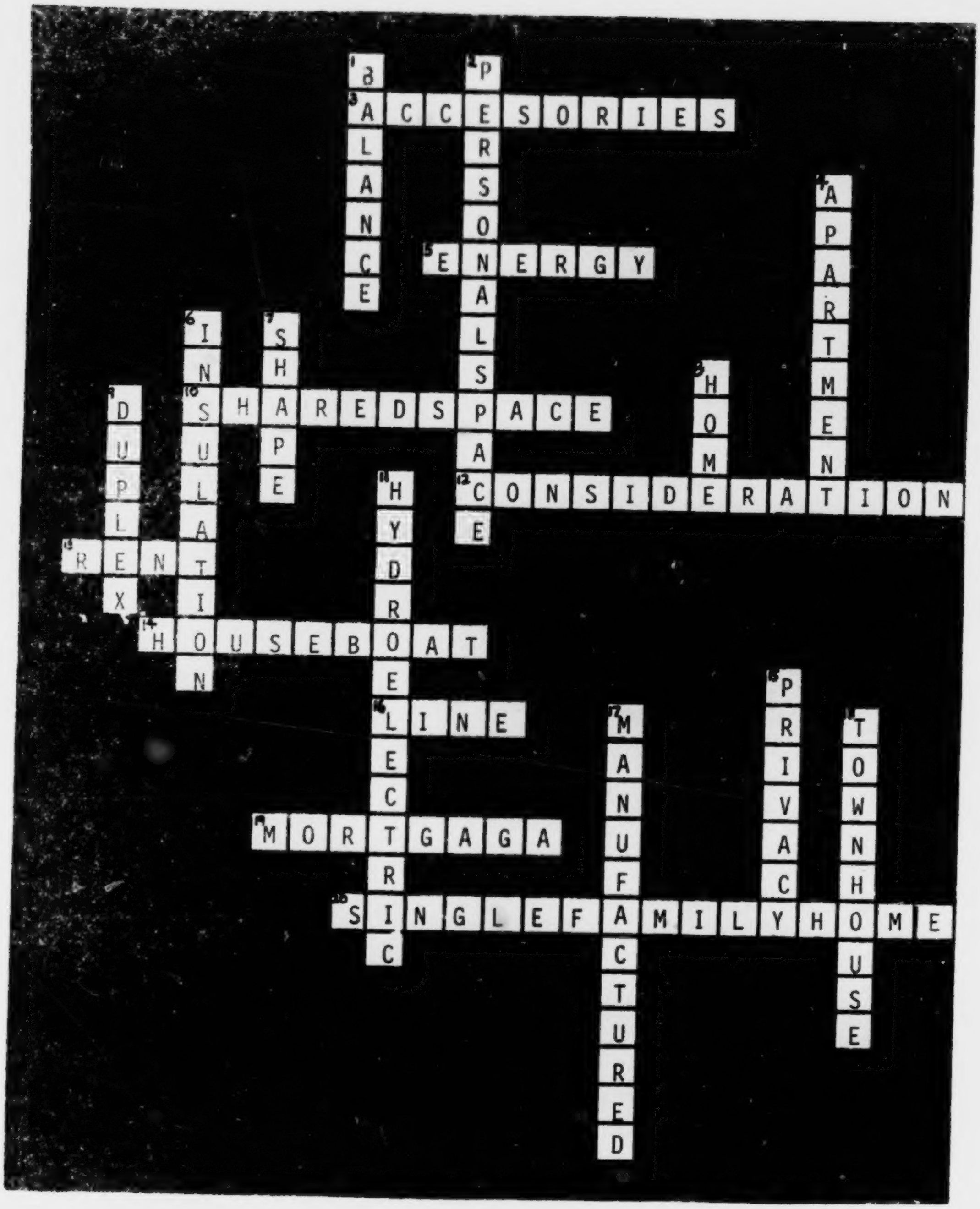
3. The extras in a room which add a special touch.
5. The ability to do work.
10. Space that is used by more than one person.
12. Thinking about the needs of others.
13. A monthly fee paid to the person who owns the living space.
14. A covered boat used as a house.
16. Narrow form which appears to have length but no width.
19. A debt owed to a bank for a home one is buying.
20. A building that houses one family.

Down

1. A feeling of equality or inequality.
2. Space that is used by one person.
4. A building that contains many separate living units.
6. Material placed in walls or ceilings to maintain a consistent temperature in the home.
7. The form of an object.
8. Anywhere that people live.
9. A single living structure which is divided in half.
11. Type of electricity generated by falling water.
17. Factory-made house with wheels that is moved to location by a truck.
18. An apartment-type complex which can be rented or bought.
15. A house should provide this for each family member.

APPENDIX O

ANSWER KEY


1 BALANCE
2 PERSONALSPACE
3 ACCESORIES
4 APARTMENT
5 ENERGY
6 INSULATION
7 SHAPE
8 HOME
9 DUPLEX
10 SHAREDSPACE
11 HYDROELECTRIC
12 CONSIDERATION
13 RENT
14 HOUSEBOAT
15 PRIVACY
16 LINE
17 MANUFACTURED
18 MORTGAGA
19 TOWNHOUSE
20 SINGLEFAMILYHOME

UNIT TEST
HOUSING

PART I: MATCHING

Directions: Match each phrase in Column A with the word in Column B that it defines. Write the letter of the answer in the space provided.

COLUMN A

______ 1. The extras in a room which add a special touch.
______ 2. Space that is used by one person.
______ 3. Usually the most noticed element of design.
______ 4. The way a material looks and feels.
______ 5. Center of interest in a design.
______ 6. The form of an object.
______ 7. Material placed in walls or ceilings to maintain a consistent temperature in a house.
______ 8. A monthly fee paid to the person who owns the living space.
______ 9. A debt owed to a bank for a home one is buying.
______ 10. When all objects in a room look like they belong together.
______ 11. A feeling of equality or inequality.
______ 12. Amount of available area in a room or home.
______ 13. To arrange so as to set off or to bring out differences.
______ 14. A sense of movement in a natural flow from one part of a design to another.
______ 15. The ability to do work.
______ 16. The ratio of one part to another part or to the whole.
______ 17. Space that is used by more than one person.
______ 18. Narrow form which appears to have length but no width.
______ 19. A building which contains many separate living units.
______ 20. A single housing structure which is divided in two.

COLUMN A

A. Mortgage
B. Rhythm
C. Texture
D. Line
E. Accessories
F. Emphasis
G. Proportion
H. Shape
I. Unity
J. Duplex
K. Personal Space
L. Balance
M. Shared Space
N. Energy
O. Color
P. Apartment
Q. Insulation
R. Rent
S. Contrast
T. Space

PART II: TRUE-FALSE

Directions: Place a "T" in the blank provided if the statement is true; if the statement is false, place an "F" in the blank.

_____ 1. Insurance is an important factor to consider in cost of housing.

_____ 2. Store clerks do not have any influence on furnishing a home.

_____ 3. A mortgage is a fee paid to the person who owns the living space.

_____ 4. Property value can be increased by taking care of your home.

_____ 5. Shared space is used by more than one person.

_____ 6. The most common cause of fatal home accidents is falls.

_____ 7. Time schedules are helpful in organizing shared space.

_____ 8. Baking soda should be poured onto a grease fire.

_____ 9. Unity is achieved when all objects in a room look like they belong together.

_____ 10. An architect should be contacted to develop plans for a new home.

PART III: FILL IN THE BLANKS

Directions: In the space provided, write the word(s) that best complete each statement.

_____ 1. Used for damp mopping or waxing of floors.

_____ 2. Used for sweeping the floor.

_____ 3. Used for dry mopping or dusting of floors.

_____ 4. Used to pick up dirt, dust, etc. after sweeping.

_____ 5. An electric appliance used to pull dirt, dust, etc. from floors or floor coverings.

_____ 6. Cloth used for removing dust from household items.

______ 7. A disposable cleaning cloth.

______ 8. Used for scrubbing a toilet bowl.

______ 9. Used to hold cleaning solution.

______ 10. Used to protect hands while cleaning.

PART IV: LISTING

Directions: Answer the following briefly.

1. List 4 sources of energy.

2. List 4 uses of energy.

3. List 3 ways to conserve energy in the home.

4. List and discuss two factors that affect housing choices.

UNIT TEST - ANSWER KEY

HOUSING

PART I: MATCHING

1. E
2. K
3. O
4. C
5. F
6. H
7. Q
8. R
9. A
10. I
11. L
12. T
13. S
14. B
15. N
16. G
17. M
18. D
19. P
20. J

PART II: TRUE-FALSE

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. T
9. T
10. T

PART III: FILL IN THE BLANKS

1. Sponge mop
2. Broom
3. Dust mop
4. Dustpan
5. Vacuum cleaner
6. Dustcloth
7. Paper towel
8. Toilet brush
9. Bucket
10. Rubber gloves

PART IV: LISTING

1. (any 4 of these)
   oil, natural gas, coal, hydroelectric, nuclear, solar, geothermal, wind

2. several acceptable answers

3. several acceptable answers

4. several acceptable answers

UNIT SEVEN

PERSONAL DEVELOPMENT AND FAMILY RELATIONSHIPS

INTRODUCTION

Teenage years, a time of growth from a child to an adult, are characterized by different feelings, relationships, and responsibilities. Today's society is both complex and fast-moving. Teens are especially affected by these societal changes and by personal changes in their physical, mental, social, and emotional growth. Teens need effective skills to successfully cope with and adjust to these changes. The focus of this unit is to help teens develop skills in decision making, communication, and coping with crises.

COMPETENCIES

1. Recognize personal strengths and limitations in developing a positive self-concept.
2. Identify the steps and characteristics of effective decision making.
3. Identify types of verbal and nonverbal communication and explain how they work together to affect communication.
4. List and describe different types of relationships and the purposes each serves.
5. Develop an awareness of how to handle crises.
6. Identify the steps in applying for a job.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Develop a sense of belonging and acceptance of one's self.
2. Evaluate decisions made in relation to values and goals.
3. Recognize and use skills that will help improve communication.
4. Understand the kinds and purposes of personal relationships.
5. Recognize crises that the adolescent may encounter.
6. List steps in applying for a job.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through class activities and discussions, students will identify and evaluate personal strengths and weaknesses.
2. Through class activities and discussions, students will analyze the relationship among values, goals and decision making.
3. Through class activities and discussions, students will understand general communications dynamics.
4. Through class activities and discussions, students will identify the kinds and purposes of relationships.
5. Through class discussion and activities, students will develop coping skills for handling crises.
6. On a written test, students will discuss the process for choosing a career and list the steps in applying for a job.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce personal development and family relations. Use the materials in the appendix to enhance the presentation of subject matter content. Develop an FHA Student Body Project to improve nutrition, fitness and self-awareness. Enlist the aid of resource people to serve as guest speakers on the topic of crises.

SUGGESTED INTEREST APPROACHES

1. Have students participate in FHA Student Body Project.
2. Have students construct and discuss bulletin boards relating to personal development.
3. Have students role play dating situations.
4. Invite guest speaker to discuss family or personal crises.

UNIT OUTLINE

PERSONAL DEVELOPMENT AND FAMILY RELATIONSHIPS

I. Exploration of self

- A. Self-concept
    - 1. Assessing self-concept
    - 2. Strengthening self-concept
- B. Growth and development of the adolescent
    - 1. Physical growth and development
        - a. Puberty
        - b. Adolescence
        - c. Body changes
        - d. Influences
    - 2. Mental growth and development
        - a. Definition
        - b. Influences
    - 3. Social-emotional growth and development
        - a. Definition
        - b. Influences
        - c. Personality

II. Personal decision making

- A. Process of decision making
- B. Factors affecting decision making
    - 1. Values
    - 2. Standards
    - 3. Goals
    - 4. Needs
    - 5. Wants
- C. Advantages of using the process

III. Communication

- A. Definition
- B. Importance of communication
- C. Types of communication
    - 1. Verbal
    - 2. Nonverbal
- D. Communication Skills
- E. Conflict

IV. Relationships

- A. Family relationships
    - 1. Types of families

        2. Functions of families
        3. Relationships in the family
        4. Roles and responsibilities of family members
    B. Boy - girl relationships
        1. Dating
        2. Functions of dating
        3. Types of dates
        4. Factors to consider when selecting a dating partner
        5. Dating etiquette
    C. Relationships with other people
    D. Popular people

V. Crises

    A. Definition
    B. Sources of crises
    C. Coping with crises

VI. Earning a living

    A. Occupation
    B. Qualities of a good worker
    C. Jobs for teenagers
    D. Applying for a job
        1. Resume
        2. Application form
        3. Interview
        4. Follow-up letter

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Exploration of self	Reading Writing	1. Define and discuss self-concept
	Reading	2. View transparency "Positive and Negative Self-Concept."
	Reading	3. Participate in bulletin board activity "Help Me Grow."
	Reading	4. View and discuss transparency "Building Blocks to Personal Appearance."
	Reading	5. View transparency "Influences on Self-Concept."
Growth and development of the adolescent	Reading Writing	7. Define puberty and adolescence.
	Reading	8. View transparency on physical changes.
	Writing	9. List and discuss influences on physical growth and development.
	Reading Writing	10. Define mental growth.
	Reading Writing	11. Complete IQ test given by school guidance counselor.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Writing	12. List and discuss factors that influence mental growth and development.
	Reading Writing	13. Define social-emotional growth.
	Writing	14. List and discuss influences on social-emotional growth and development.
	Reading Writing	15. Define and discuss personality.
	Reading Writing	16. Complete worksheet "Personality Checklist."
	Reading Writing	17. Complete worksheet "How Does Your Personality Rate?"
	Reading	18. View transparency "A Way to a Super You."
Objective 2 Personal decision making	Reading	1. View and discuss transparency "The Decision-Making Process."
	Reading	2. Participate in group activity "Decision Making."
	Reading Writing	3. Define terms related to decision making.
	Reading	5. View and discuss bulletin board "Measuring Values Important to You."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	6. Participate in "Values Role Play."
	Writing	8. Write 5 goals for this year on a plain sheet of paper. Fold, staple, and decorate outside. Evaluate periodically.
	Reading	9. View transparency "Maslow's Hierarchy of Needs."
	Writing	10. List several physical, emotional, mental, and social needs.
	Reading Writing	11. Complete worksheet "Needs and Wants."
	Reading	12. Discuss advantages of using the decision-making process.
	Reading Writing	13. Plan a "Power of One" project.
Objective 3 Communication	Reading	1. View and discuss bulletin board "Don't Stick Your Head in the Sand! Communicate!"
	Reading	2. Define communication.
	Reading	3. View and discuss transparency "Why Communicate Effectively?"

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading	5. View and discuss types of "Communication Skills."
	Reading	7. Define conflict.
	Reading	8. View and discuss transparency "Results of Conflicts."
	Reading Writing	9. Complete worksheet
	Reading	10. Participate in communication activities.
Objective 4 Relationships	Writing	1. List and discuss types of families.
	Reading Writing	2. Complete worksheet "Family."
	Reading Writing	3. Write paper on "My Family" using worksheet.
	Reading	4. View and discuss transparency "Family Strengths."
	Reading	7. Complete word search "Family Roles."
	Reading	8. Brainstorm to determine a definition of dating.
	Reading Writing	11. Participate in activity "To Date or Not to Date?"

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Writing	13. Compile a list of factors that should be considered when selecting a dating partner.
	Reading	14. View and discuss bulletin board "Fishin' for a Date? Check Your Bait!"
	Reading	17. View transparency "How to Have a Successful Date."
	Reading Writing	18. Complete crossword puzzle "Dating."
	Writing	19. List and discuss other types of relationships.
Popular people	Writing	20. Compile a list of characteristics that make people likeable.
Objective 5 Crisis	Reading	1. Define crisis.
	Reading	6. Participate in group activity "Handling a Crisis."
Objective 6 Earning a living	Reading	1. Define occupation.
	Writing	2. Discuss the levels of work and list examples of jobs at each level.
	Writing	3. Discuss qualities of a good worker and compile a list of qualities.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	6. Write a resume following examples.
	Writing	9. Write a follow-up letter thanking an employer for the job interview.
	Reading Writing	11. Participate in FHA STAR Event "Job Application and Interview Event."

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. Through class activities and discussions, students will identify and evaluate personal strengths and weaknesses.

Unit Content	Learning Activities
Exploration of self --Self-concept .Definition	1. Define and discuss self-concept. Appendix A.
.Influences on self-concept -Personal appearance -Attitude -How you see yourself -How you think others see you -How you respond to others' judgements	2. View transparency "Positive and Negative Self-Concept" in Appendix B.
	3. Participate in bulletin board activity, "Help Me Grow" in Appendix C.
	4. View and discuss transparency "Building Blocks to Personal Appearance" in Appendix D.
	5. View transparency "Influences on Self-Concept" in Appendix E.
.Strengthening self-concept	6. Discuss ways to strengthen self-concept.
Growth and development of the adolescent	
--Physical growth and development .Puberty -Definition .Adolescence -Definition	7. Define puberty and adolescence. Appendix A.
.Body changes	8. View transparency on physical changes in Appendix F.
.Influences on physical growth and development	9. List and discuss influences on physical growth and development.
--Mental growth and development	
.Definition	10. Define mental growth. Appendix A.

	11. Complete IQ test given by school guidance counselor.
.Influences on mental growth	12. List and discuss factors that influence mental growth and development.
--Social-emotional growth and development .Definition	13. Define social-emotional growth. Appendix A.
.Influences on social-emotional growth and development -Poor nutrition -Fatigue -Unrealistic goals -School and vocational problems -Poor family situation -Adjustment to new environments .Personality	14. List and discuss influences on social-emotional growth and development.
-Definition -Influences on personality development	15. Define and discuss personality. Appendix A.
.Growth .People around you .Heredity .Environment	16. Complete worksheet "Personality Checklist" in Appendix G.
-Improving personality	17. Complete worksheet "How Does Your Personality Rate?" in Appendix H.
	18. View transparency "A Way to a Super You" in Appendix I.
	19. Participate in FHA Student Body Project.

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2. Through class activities and discussions, students will analyze the relationship among values, goals and decision making.

Unit Content	Learning Activities
Personal decision making --Process of decision making	1. View and discuss transparency "The Decision-Making Process"

.Identify the problem .Seek alternatives .Weigh alternatives .Make a choice .Accept responsibility .Evaluate results	in Appendix J. 2. Participate in group activity "Decision Making" in Appendix K.
--Factors affecting decision making	3. Define terms related to decision making. Appendix A. 4. Discuss factors affecting decision making.
.Values -Definition -Influences on values .Parents .Family .Religious groups .Friends .Teachers .Movies .Television .Magazines .Books	5. View and discuss bulletin board "Measuring Values Important to You" in Appendix L. 6. Participate in "Values Role Play" in Appendix M.
.Standards -Definition	
.Goals -Definition -Short term goals - goals that can be achieved in less than a year -Long term goals - goals requiring more than a year to achieve	7. Create a collage of short term goals and long term goals. 8. Write 5 goals for this year on a plain sheet of paper. Fold, staple, and decorate outside. Evaluate periodically.
.Needs -Definition -Types .Physical .Emotional .Mental .Social	9. View transparency "Maslow's Hierarchy of Needs" in Appendix N. 10. List several physical, emotional, mental and social needs.
.Wants -Definition	11. Complete worksheet "Needs and Wants" in Appendix O.
--Advantages of using the decision-making process .Feel more satisfaction with decisions made	12. Discuss advantages of using the decision-making process using transparency in Appendix P.

.Helps with separating facts from emotions .Gives one control of one's life .Helps one plan ahead .Practicing the steps helps the individual become a good decision-maker	13. Plan a "Power of One" project.

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3. Through class activities and discussion, students will recognize the dynamics of communication.

Unit Content	Learning Activities
Communication --Definition	1. View and discuss bulletin board "Don't Stick Your Head in the Sand! Communicate!" in Appendix Q.
	2. Define communication. Appendix A.
--Importance of communication	3. View and discuss transparency "Why Communicate Effectively?" in Appendix R.
--Types of communication .Verbal communication .Nonverbal communication	4. Give examples of verbal and nonverbal communication.
--Communication skills	5. View and discuss types of "Communication Skills" in Appendix S.
--Conflict .Definition .Causes .Resolving	6. Discuss how poor communication may lead into conflict.
	7. Define conflict. Appendix A.
	8. View and discuss transparency "Results of Conflict" in Appendix T.
	9. Complete worksheet "Conflict on T.V." in Appendix U.

10. Participate in communication activities in Appendix V.

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4. Through class activities and discussion, students will identify the kinds and purposes of relationships.

Unit Content	Learning Activities
Relationships --Family relationships .Types of families -Nuclear -Single parent -Extended -Blended -Adoptive -Foster	1. List and discuss types of families. 2. Complete worksheet "Family" in Appendix W.
.Functions of families -Economic -Protection -Education -Recreation -Religious -Procreation -Affection	3. Write paper on "My Family" using worksheet in Appendix X. 4. View and discuss transparency "Family Strengths" in Appendix Y.
.Relationships in the family -Parent/child -Sibling -Step family -Grandparents/child -Other family members	5. Discuss relationships within the family.
.Rights and responsibilities of family members -Love and support -Sharing -Reaching goals -Managing family resources -Getting along -Other	6. Discuss rights and responsibilities of family members. 7. Complete word search "Family Roles" in Appendix Z.
--Boy/girl relationships .Dating -Definition	8. Brainstorm to determine a definition of dating. Appendix A.
.Functions of dating -Learn to relate to	9. Discuss functions of dating.

members of the opposite sex. -Preparation for more lasting relationships	
.Types of dates -Group -Double -Single -Dutch	10. Define and discuss the advantages and disadvantages of the different types of dating.
	11. Participate in activity "To Date or Not to Date?" in Appendix AA.
.Factors to consider when selecting a dating partner -Physical characteristics -Age -Common interests -Background -Personality -Values and goals	12. Survey five teenagers regarding qualities they consider when selecting someone to date. Report to class. 13. Compile a list of factors that should be considered when selecting a dating partner.
	14. View and discuss bulletin board "Fishin' for a Date? Check your Bait!" in Appendix BB.
	15. Complete a collage on "Your Perfect Date." Include pictures of partner and place of entertainment.
.Dating Etiquette -Planning entertainment -Asking for a date -Accepting or refusing a date -Breaking a date -Getting parental approval	16. Role play asking for a date, accepting a date, refusing a date, and breaking a date. 17. View transparency "How to Have a Successful Date" in Appendix CC. 18. Complete crossword puzzle "Dating" in Appendix DD.
--Relationships with other people .Peers .Business .Friends	19. List and discuss other types of relationships.

.Elderly acquaintances	
Likeable people --Characteristics .Optimistic .Sense of humor .Friendly and outgoing .Independent .Kind and thoughtful .Flexible .Good communication skills .Honest and dependable .Good reputation	20. Compile a list of characteristics that make people likeable.

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5. Through class discussion and activities, students will develop coping skills for handling crises.

Unit Content	Learning Activities
Crisis --Definition	1. Define crisis. Appendix A.
--Sources of crises .Death .Suicide	2. Discuss sources of crises.
.Divorce .Teenage pregnancy .Abuse and neglect of family members	3. Listen to speaker discuss a crisis situation.
.Marriage .Unemployment .Acne .Break up of relationship .Remarriage .Substance abuse .School failure .Relocation .Income .Accidents .Shoplifting .Runaways	4. Collect newspaper and magazine articles that describe negative and positive crises. Post them on a bulletin board. Discuss.
--Coping with crises	5. Discuss ways of coping with crises using Appendix EE.
	6. Participate in group activity "Handling a Crisis" in Appendix FF.

7. Participate in FHA "Families and Futures" project.

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6. On a written test, students will identify qualities of a good worker.

Unit Content	Learning Activities
Earning a living --Occupation .Definition	1. Define occupation. Appendix A.
.Levels -Unskilled jobs -Trades -Professions	2. Discuss the levels of work and list examples of jobs at each level.
--Qualities of a good worker	3. Discuss qualities of a good worker and compile a list of qualities. Appendix GG.
--Jobs for teenagers	4. Cite examples of jobs suitable for teenagers.
--Applying for a job	5. Discuss steps to follow when applying for a job.
.Resume -Compiling -Format	6. Write a resume following example in Appendix HH.
.Application form -Guidelines for completing .Use ink or typewriter to complete .Write neatly .Spell correctly .Do not leave any spaces blank .Write "N/A" (not applicable) if the question does not apply to you	7. Discuss completing a job application form.
.Interview	8. Role play the job interview.
.Follow-up letter	9. Write a follow-up letter thanking an employer for the

job interview.

10. Listen to an employer discuss qualities he seeks in employees.

11. Participate in FHA STAR Event "Job Application and Interview Event."

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas and cooperating with other students in developing the project involving home improvement, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbooks, materials for selected projects and handouts selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Adolescents and their Relationships," Bennett and McKnight Publishing Company, Peoria, Illinois.

"Basic Concepts in Relationships," Glencoe Publishing Company, Inc., 17337 Ventura Boulevard, Encino, California 91316.

"Looking Good," Glencoe Publishing Company, Inc., 17337 Ventura Boulevard, Encino, California 91316.

"Taking Care of Yourself," Glencoe Publishing Company, Inc., 17337 Ventura Boulevard, Encino, California 91316.

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Adult Responsibilities Curriculum Guide, Bulletin 1710. Baton Rouge, Louisiana: Louisiana State Department of Education, 1983.

Brendel, Susan. *Home Economics Puzzle Fun*. Portland Maine: J. Weston Walch, 1984.

Brown, Mary Symons. *The Book of Classroom Games and Bulletin Board Ideas*. New York: Scholastic Magazines, Inc., 1978.

Crossword Puzzles for Family Living. Tony, Wisconsin: Homemaking Research Laboratories, 1975.

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Goodspeed, Lila and Eleanor Smith. *This is the Life*! Peoria, IL: Bennett Publishing Company, 1981.

Pyrezak, Fred and Randall R. Bruce. *Explorations in Nonverbal Communications*. Portland, Maine: J. Weston Walch, 1983.

Ryder, Verdene. *Activity Guide for Contemporary Living*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1982.

RESOURCES

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Brinkley, Jeanne Hayden, Valerie M. Chamberlain, Frances Champion. *Teen Guide to Homemaking*. New York: McGraw-Hill, Inc., 1977.

Dunn, Martha Davis, and M. Yvonne Peeler. *Living, Learning, and Caring*. Lexington, Massachusetts: Ginn and Company, 1984.

Foster, Josephine A., M. Janice Hogan, Bettie M. Herring, Audrey G. Gieseking - Williams. *Creative Living*. Encino, California: Glencoe Publishing Company, 1985.

Henderson, Gail. *Dimensions of Life*. Cincinnati, Ohio: South-Western Publishing Company, 1985.

Life Management Skills Curriculum, Communicating. The University of West Florida. Pensacola, Florida.

Life Management Skills Curriculum, Decision-Making. The University of West Florida. Pensacola, Florida.

Life Management Skills Curriculum, Managing Family Functions in a Democratic Society. The University of West Florida. Pensacola, Florida.

Life Management Skills Curriculum, Resolving Conflict. The University of West Florida. Pensacola, Florida.

McGinley, Helen. *Caring, Deciding, and Growing*. Lexington, Masacchusetts: Ginn and Company, 1983.

Riker, Audrey Palm and Holly E. Brisbane. *Married and Single Life*. Peoria, Illinois: Bennett and McKnight Publishing Company, 1984.

Sasse, Connie R. *Person to Person*. Peoria, Illinois: Bennett Publishing Company, 1978.

APPENDIX A

TERMS

SELF-CONCEPT - your view of yourself.

PUBERTY - an overlapping period which encompasses the last years of childhood and the beginning of adolescence.

ADOLESCENCE - the stage through which an individual grows from childhood into adulthood.

MENTAL GROWTH - the development of reasoning and thinking skills.

SOCIAL/EMOTIONAL GROWTH - the development of interpersonal skills and refinement of emotional understanding.

PERSONALITY - a person's thinking, feelings, and behavior.

VALUES - importance that an individual places on ideas, people, materials, possessions, and activities.

STANDARDS - guidelines for measuring the progress toward a goal.

GOALS - aims or purposes toward which we are willing to work.

SHORT-TERM GOALS - goals that can be achieved in less than a year.

LONG-TERM GOALS - goals requiring more than a year to achieve.

NEEDS - necessary to sustain life.

WANTS - things that make life more pleasurable.

COMMUNICATION - sending, receiving, and understanding a message with another person.

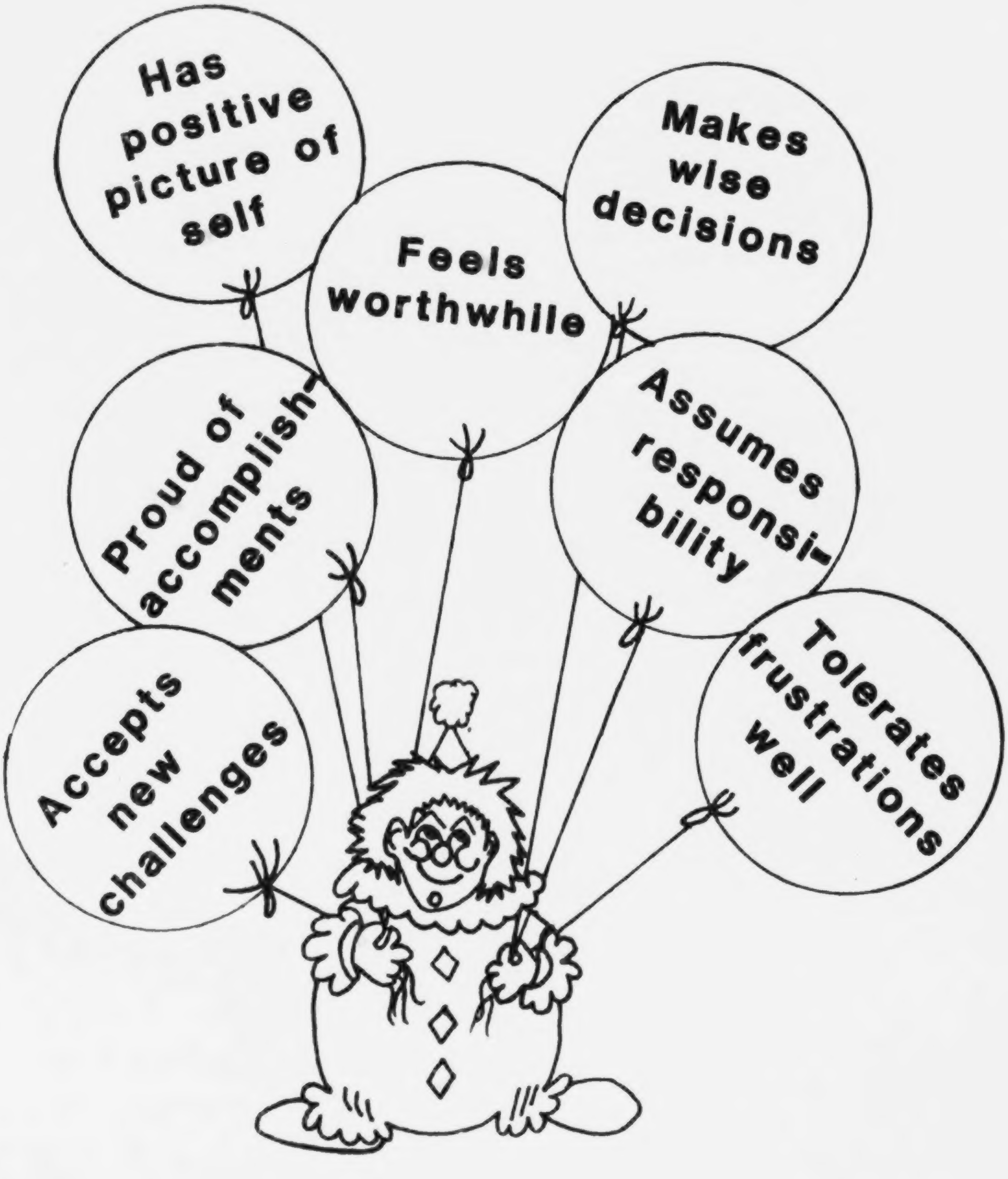
CONFLICT - open struggle between two or more people.

DATING - a social custom in which people share activities.

CRISIS - change in everyday living pattern.

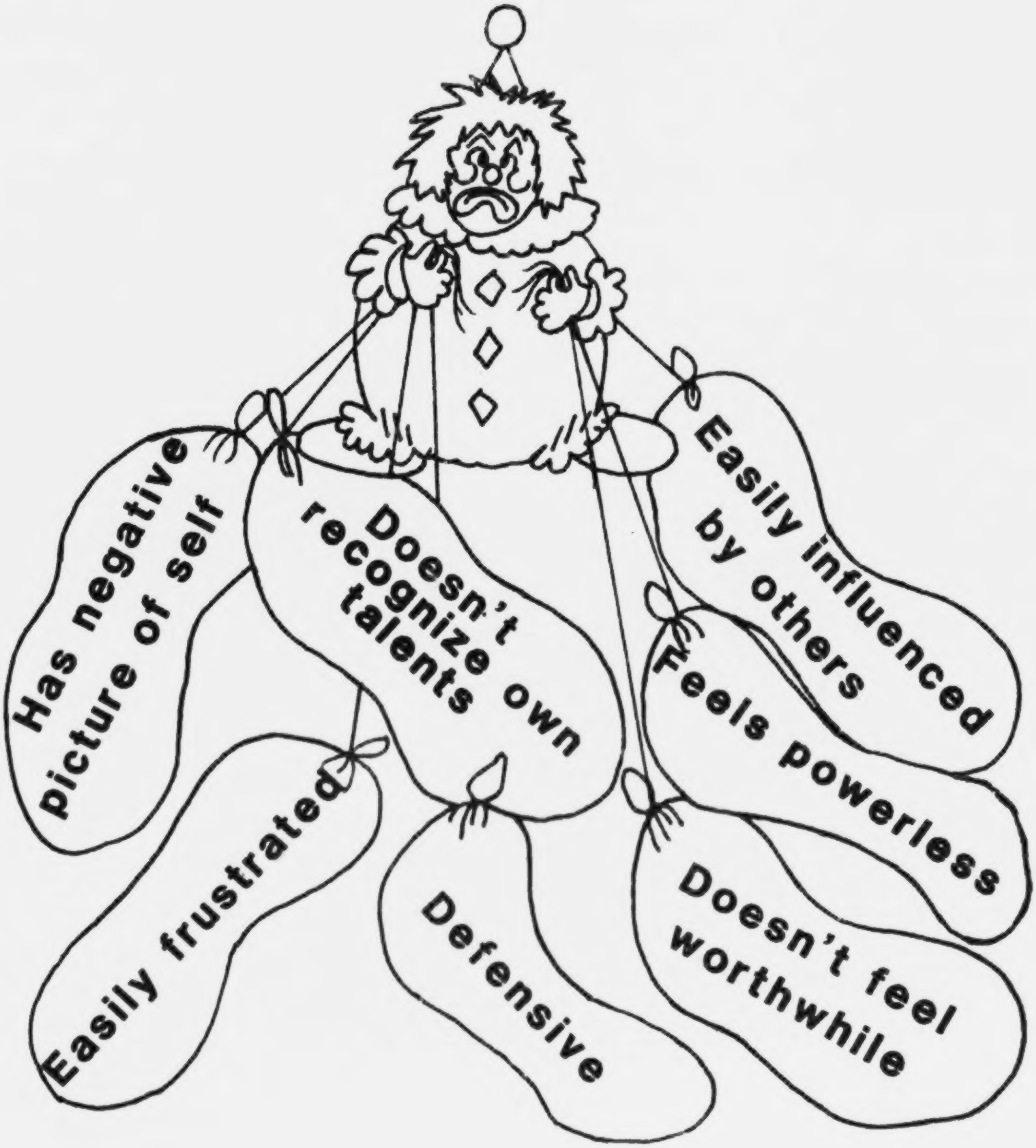
OCCUPATION - the work a person does to earn a living.

POSITIVE SELF-CONCEPT


Has positive picture of self
Makes wise decisions
Feels worthwhile
Proud of accomplish-ments
Assumes responsi-bility
Accepts new challenges
Tolerates frustrations well

APPENDIX B

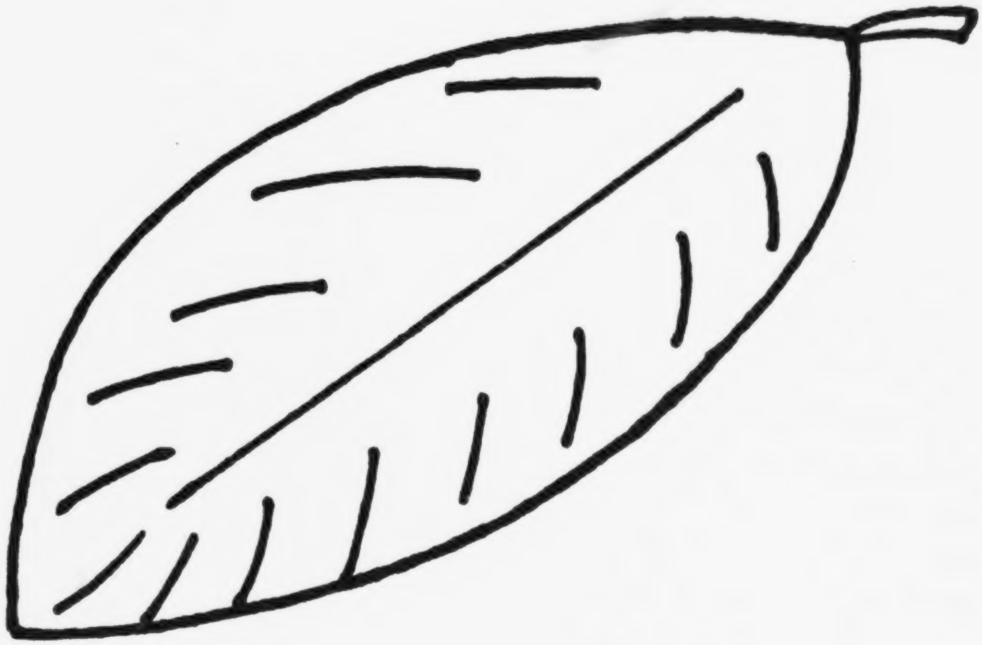
NEGATIVE SELF-CONCEPT


Has negative picture of self
Doesn't recognize own talents
Easily influenced by others
Feels powerless
Easily frustrated
Defensive
Doesn't feel worthwhile

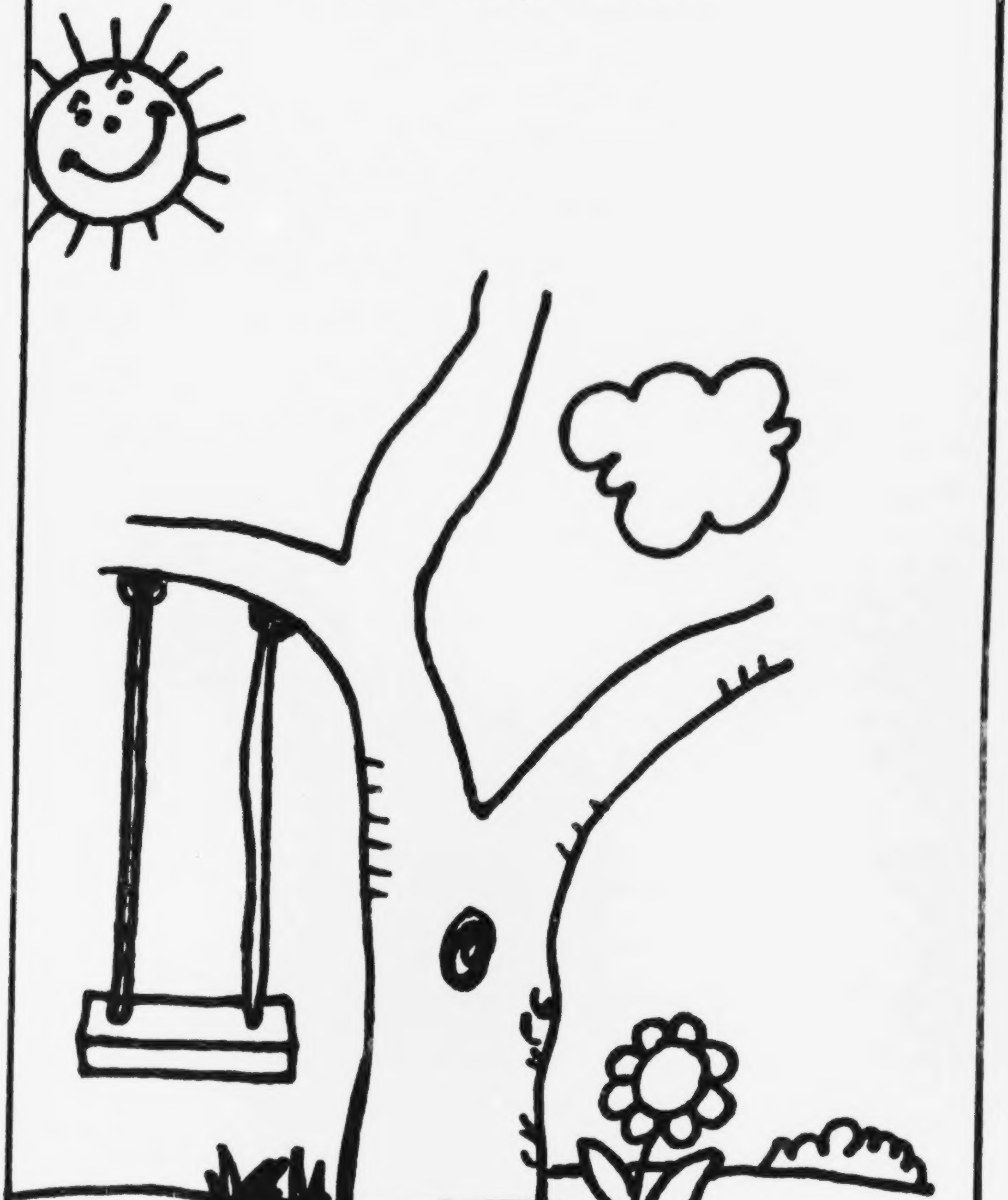
APPENDIX C

HELP ME GROW!

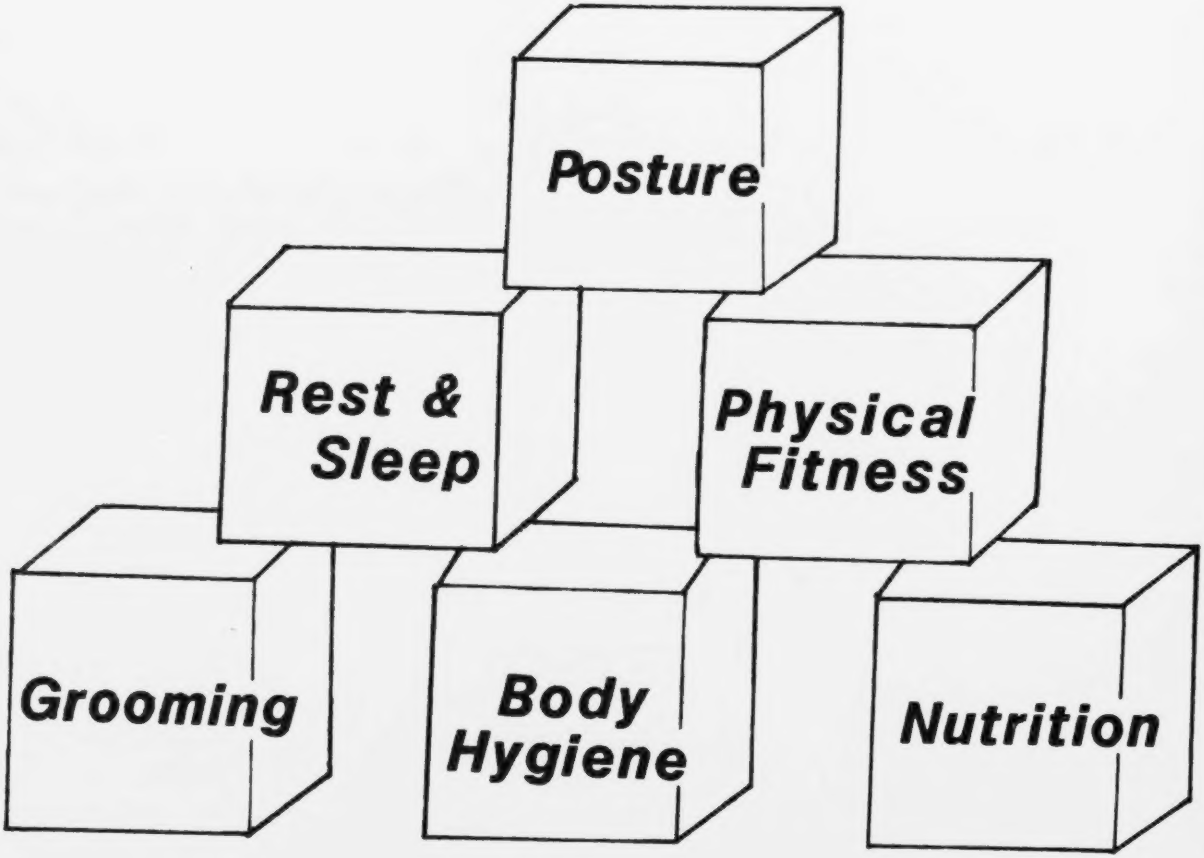
1. Using construction paper and the pattern below, cut out one leaf for each student. Distribute the leaves.
2. On the leaf, have students write one word that is a positive characteristic of his/her self-concept.
3. Allow each student to state the characteristic and attach the leaf to the tree on the bulletin board.
4. Discuss characteristics of a positive self-concept.



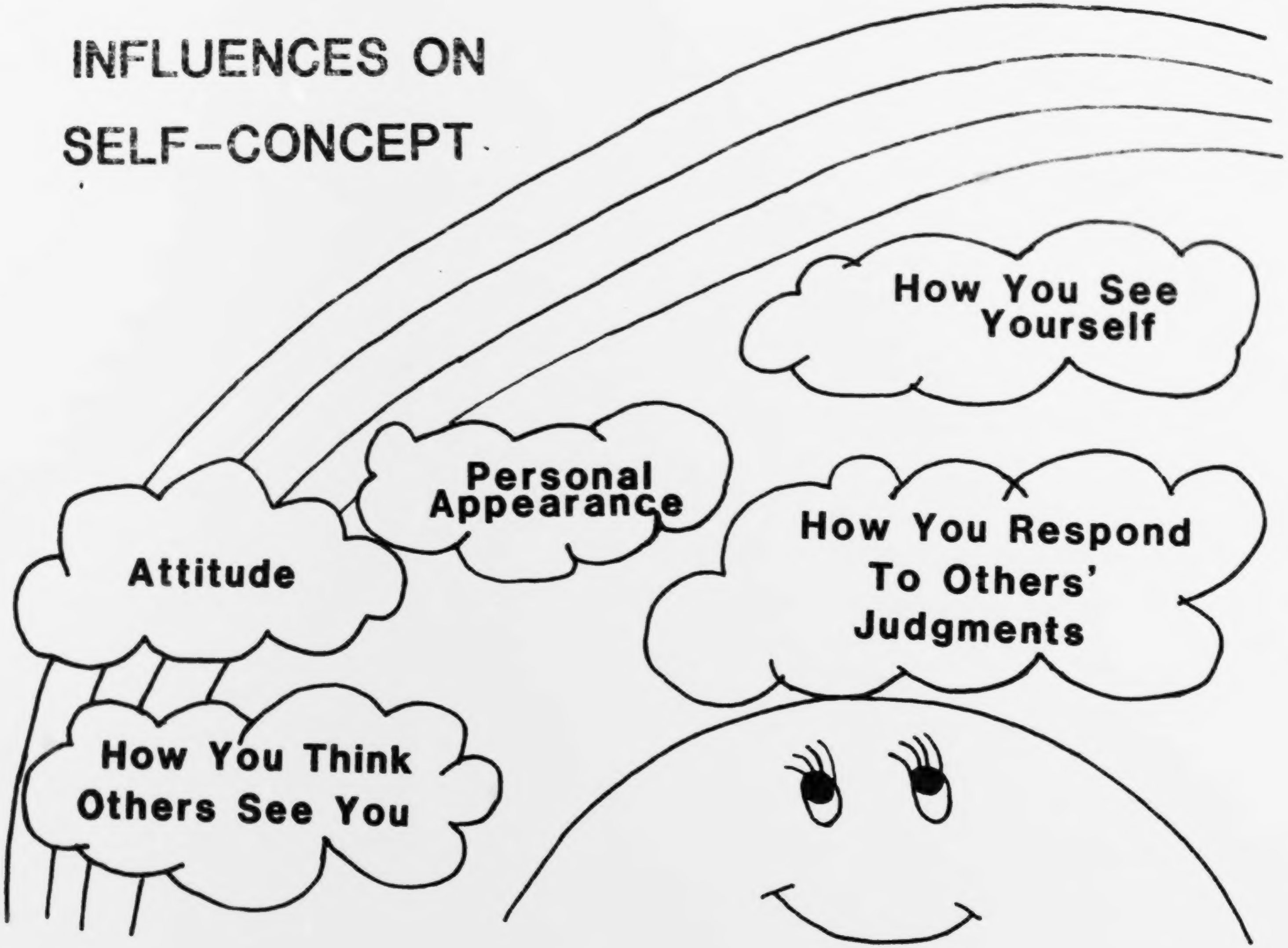
HELP ME GROW!



BUILDING BLOCKS TO PERSONAL APPEARANCE


Posture
Rest & Sleep
Physical Fitness
Grooming
Body Hygiene
Nutrition

INFLUENCES ON SELF-CONCEPT


How You See Yourself
Personal Appearance
Attitude
How You Respond To Others' Judgments
How You Think Others See You

APPENDIX F

PHYSICAL CHANGES

GIRLS	BOYS
.BREAST DEVELOPMENT	.ENLARGEMENT OF TESTES
.GROWTH IN SKELETON	.GROWTH IN SKELETON
.MENSTRUATION	.MAXIMUM ANNUAL GROWTH
.HEIGHT AND MASS GAIN	.VOICE CHANGE
.PUBIC HAIR	.PUBIC HAIR
.THYROID ENLARGEMENT	.AXILLARY AND CHEST HAIR
.AXILLARY HAIR	.DOWNY FACIAL HAIR
	.EJACULATION

APPENDIX G

PERSONALITY CHECKLIST

Directions:

Put a check in the column that best describes how you feel.

		YES	NO
1.	I am a jealous person.		
2.	I am dependable.		
3.	I am comfortable when others tell me what to do.		
4.	I seldom worry.		
5.	I am helpful.		
6.	I don't care about myself.		
7.	I am easily persuaded.		
8.	I am intelligent.		
9.	I dislike criticism.		
10.	I can solve most of my problems.		
11.	I feel left out.		
12.	When I make up my mind, I stick to it.		
13.	I often feel nervous.		
14.	I am afraid of meeting new people.		
15.	I let my anger get the best of me at times.		
16.	I am not ambitious.		
17.	I like the way I look.		
18.	I find it easy to get along with people.		
19.	I feel reasonably confident about myself.		
20.	I always finish what I start.		
21.	I am an interesting person to be with.		
22.	I like being female/male.		
23.	I am a healthy person.		

APPENDIX H

HOW DOES YOUR PERSONALITY RATE?

Directions:

Listed below are pairs of qualities. Place an X near the quality that best describes you in each set.

1.	______	Affectionate	______	Uncaring
2.	______	Aggressive	______	Not aggressive
3.	______	Brave	______	Afraid
4.	______	Calm	______	Nervous
5.	______	Capable	______	Incapable
6.	______	Cheerful	______	Sad
7.	______	Clever	______	Not Clever
8.	______	Confident	______	Insecure
9.	______	Considerate	______	Inconsiderate
10.	______	Dependable	______	Undependable
11.	______	Dominant	______	Submissive
12.	______	Emotional	______	Unemotional
13.	______	Energetic	______	Lacking energy
14.	______	Generous	______	Stingy
15.	______	Independent	______	Dependent
16.	______	Interesting	______	Dull
17.	______	Neat	______	Sloppy
18.	______	Outgoing	______	Reserved
19.	______	Patient	______	Impatient
20.	______	Pleasant	______	Cranky
21.	______	Sensitive	______	Insensitive
22.	______	Sympathetic	______	Unsympathetic
23.	______	Tactful	______	Blunt
24.	______	Talkative	______	Quiet
25.	______	Unselfish	______	Selfish

APPENDIX H

HOW DOES YOUR PERSONALITY RATE?

Directions:

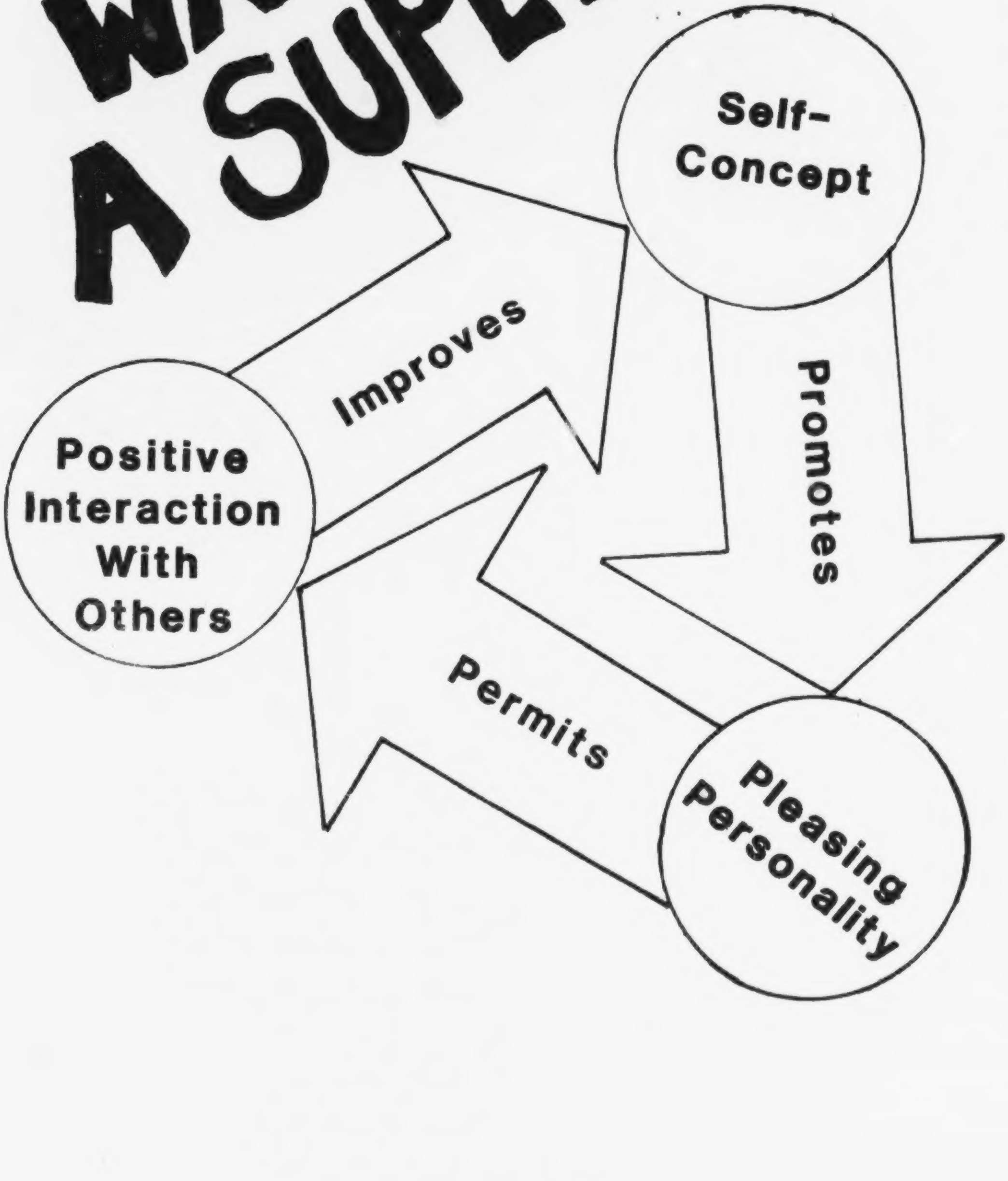
Place a dot on each line in the location best describing you. Use a colored marker to connect the dots providing a graph of your strengths and weaknesses.

Have a peer and an adult who know you well each complete a separate sheet. Transfer their graphs onto your sheet using a different color marker for each.

1.	______	Affectionate	______	Uncaring
2.	______	Aggressive	______	Not aggressive
3.	______	Brave	______	Afraid
4.	______	Calm	______	Nervous
5.	______	Capable	______	Incapable
6.	______	Cheerful	______	Sad
7.	______	Clever	______	Not Clever
8.	______	Confident	______	Insecure
9.	______	Considerate	______	Inconsiderate
10.	______	Dependable	______	Undependable
11.	______	Dominant	______	Submissive
12.	______	Emotional	______	Unemotional
13.	______	Energetic	______	Lacking energy
14.	______	Generous	______	Stingy
15.	______	Independent	______	Dependent
16.	______	Interesting	______	Dull
17.	______	Neat	______	Sloppy
18.	______	Outgoing	______	Reserved
19.	______	Patient	______	Impatient
20.	______	Pleasant	______	Cranky
21.	______	Sensitive	______	Insensitive
22.	______	Sympathetic	______	Unsympathetic
23.	______	Tactful	______	Blunt
24.	______	Talkative	______	Quiet
25.	______	Unselfish	______	Selfish

How does your view of yourself compare to how others view you?

A WAY TO A SUPER YOU


Self-Concept
Promotes
Pleasing Personality
Permits
Positive Interaction With Others
Improves

APPENDIX J

THE DECISION-MAKING PROCESS

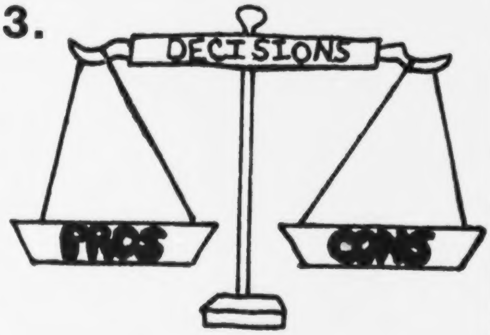
1.

Identify the Problem

2.

Seek Alternatives

3.

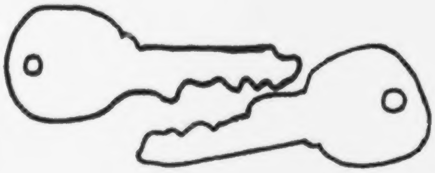

DECISIONS
PROS
CONS

Weigh Alternatives

4.

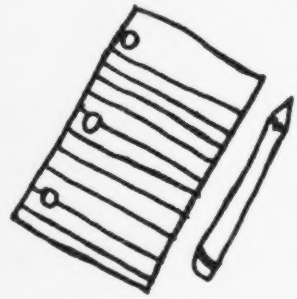
Make a Choice

5.



Accept Responsibility

6.



Evaluate Results

APPENDIX K

DECISION MAKING

Directions:

1. Divide the students into five groups.
2. Give each group one of the case studies below.
3. Have students identify the steps in the decision-making process.

1. Mike and Jan were trying to decide what to do on their Friday night date. Mike suggested renting a movie and watching it on Jan's VCR. Jan said her parents were planning to watch TV tonight, and she was looking forward to going out to a movie and eating at a nice restaurant. Mike knew he did not have enough money for attending the movie and eating out. Roller skating was mentioned, but Jan was not a good skater. Finally, they decided to play pool at Mike's house and have pizza delivered.

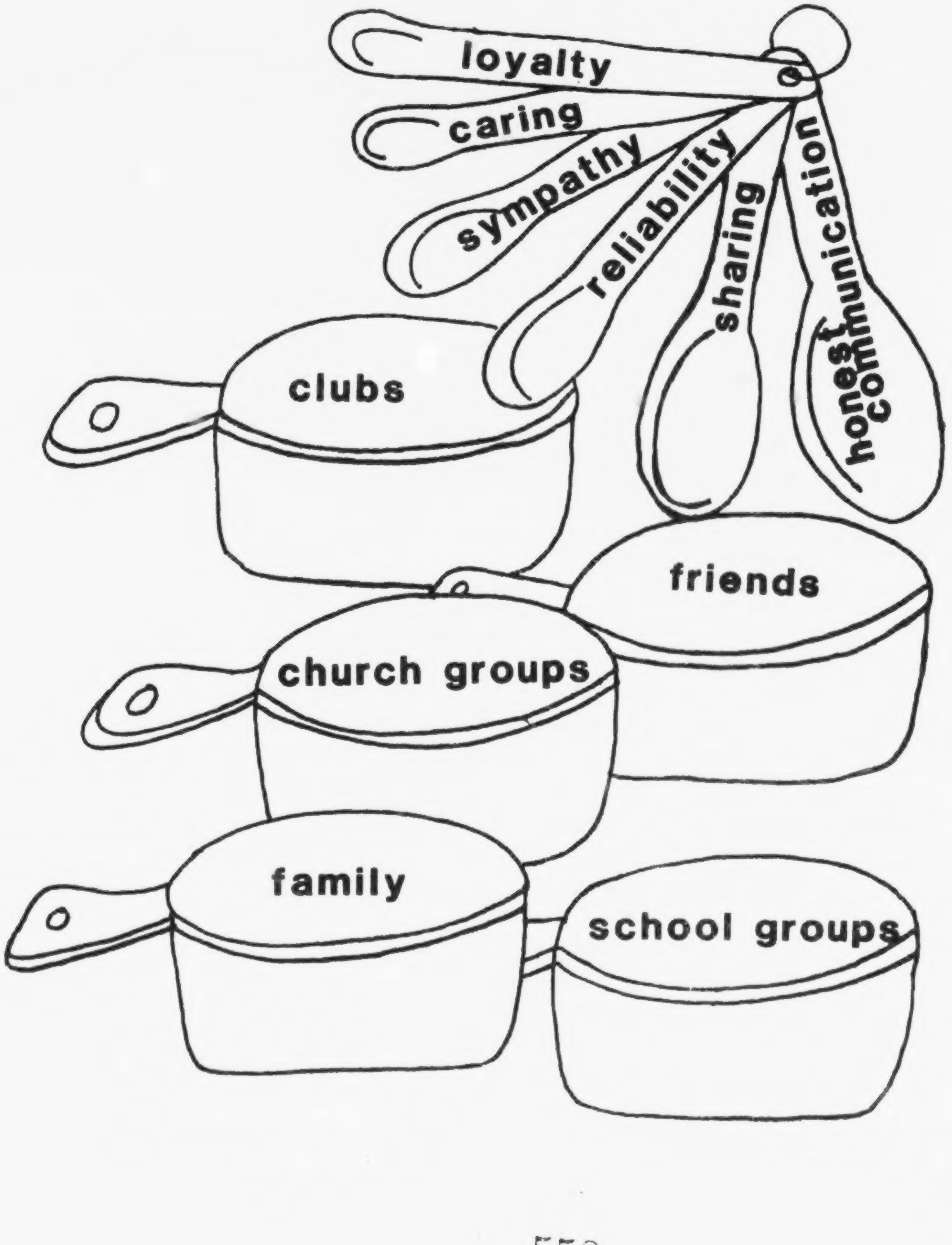
2. Jimmy had to choose his courses for his senior year. His elective options included a choice among Spanish II, Accounting I, or Child Development. His father wanted him to schedule Accounting I because he hoped Jimmy would one day join the family business and a knowledge of accounting would be helpful. He had done well in Spanish I and knew that he could probably get an easy "A." He signed up for the child development course, however, since he had heard the students got to have some hands-on experience with different ages of children. It turned out to be his favorite course.

3. The Smith family had to decide where to go for summer vacation. Mr. and Mrs. Smith wanted to go to Opryland in Nashville. They did not know if the children would enjoy country music. The children wanted to go to a beach where they could play and swim. Finally, they agreed to go to Disney World where they all had a wonderful time.

4. Paula was making plans for after graduation. She wanted to leave home and attend an out-of-state private school with an outstanding home economics department. Out-of-state fees and tuition at the private school were out of the reach of her budget. Her parents wanted her to attend the local community college, where the tuition was low, and she could live at home. After two years, she could transfer to the out-of-state school. Another possibility would be to attend the state university for four years. Paula decided to attend the community college and then transfer to the out-of-state school.

5. Kelly was interested in a hospital records career. She considered attending trade school or college, but a job as a clerk in medical records at the local hospital came open and she took it. She did well on the job and saw that she would like to move up to a better paying, more responsible position within the department. When a higher position became available, Kelly applied. She was disappointed to discover that only applicants with vocational or college training were considered.

MEASURING VALUES IMPORTANT TO YOU


loyalty
caring
sympathy
reliability
sharing
honest communication
clubs
friends
church groups
family
school groups

APPENDIX M

VALUES ROLE PLAY

Directions:

Role play and complete the following situations. After each, identify the values exhibited during the role play.

.Anne and Robert are driving home in Robert's brother's car after a date when Ron and Mary pass them, and signal Robert to stop. Robert wants to race. Anne says, "Let's go! I know you can win." What does Robert say next?

.Randy and Marty are taking a math quiz. Randy notices Marty trying to get his attention. Marty is signaling with two fingers on one hand and two on the other. What happens next?

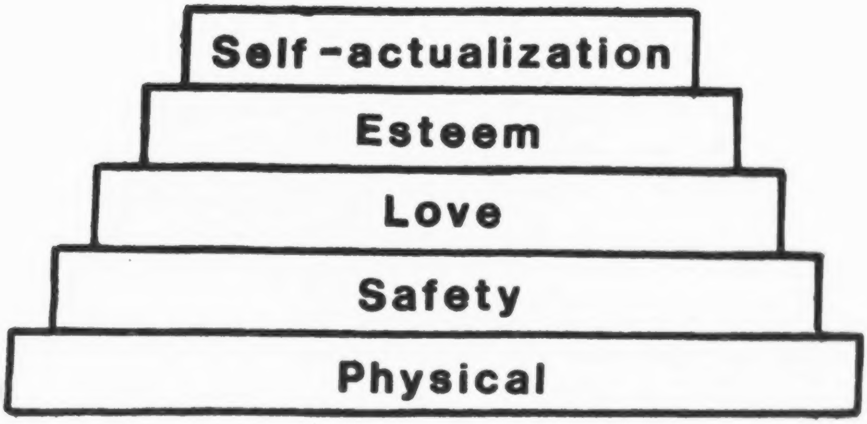
.Cindy has not been doing well in her civics class. She has a test scheduled for tomorrow, and she plans to study tonight. But during recess Harry, a guy she has a crush on, asks her to go to the movie tonight. What does Cindy say to Harry?

.Paula and Jay have been dating for five years. On Valentine's Day, Jay asks Paula to marry him. They will both graduate in May and plan to go to separate colleges in the fall. What does Paula say?

.Jody has been hoping that Mike would ask her to the senior prom. About three weeks before the prom, Doug asks Jody to go with him. What does Jody say to Doug?

APPENDIX N

MASLOW'S HIERARCHY OF NEEDS


Self-actualization
Esteem
Love
Safety
Physical

APPENDIX O

NEEDS AND WANTS

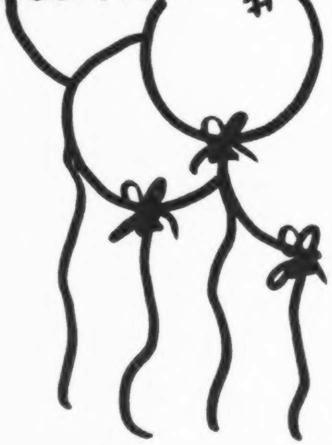
Directions:

Classify this list of items as needs or wants. If the item is a need, write "N" in the blank preceding the item; if the item is a want, write "W" in the blank. Discuss.

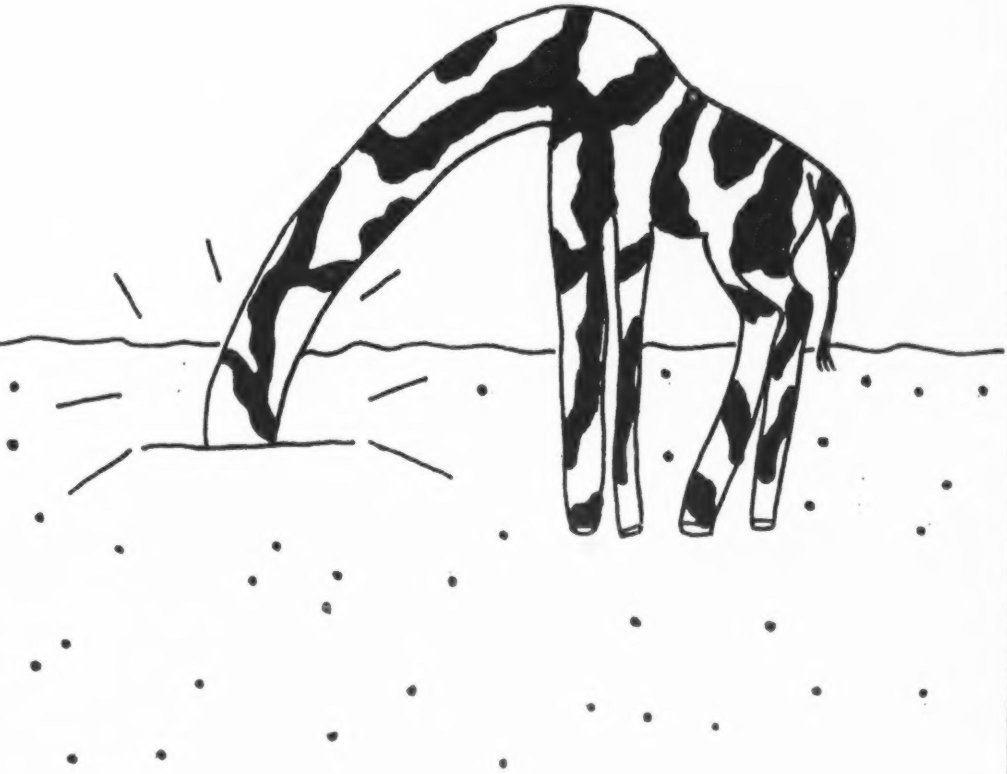
______ pet
______ blanket
______ car
______ cassette tape
______ church
______ city fire department
______ cosmetics
______ education
______ food
______ housing
______ jeans
______ jewelry
______ magazine subscription
______ rest
______ shoes
______ soap
______ stereo
______ telephone
______ television
______ undergarments
______ water

ADVANTAGES OF USING THE #DECISION-MAKING PROCESS

- feel more satisfaction with decisions made.
- Helps with separating facts from emotions.
- Gives one control of one's life.
- Helps one plan ahead.
- Practicing the steps helps the individual become a good decision-maker.

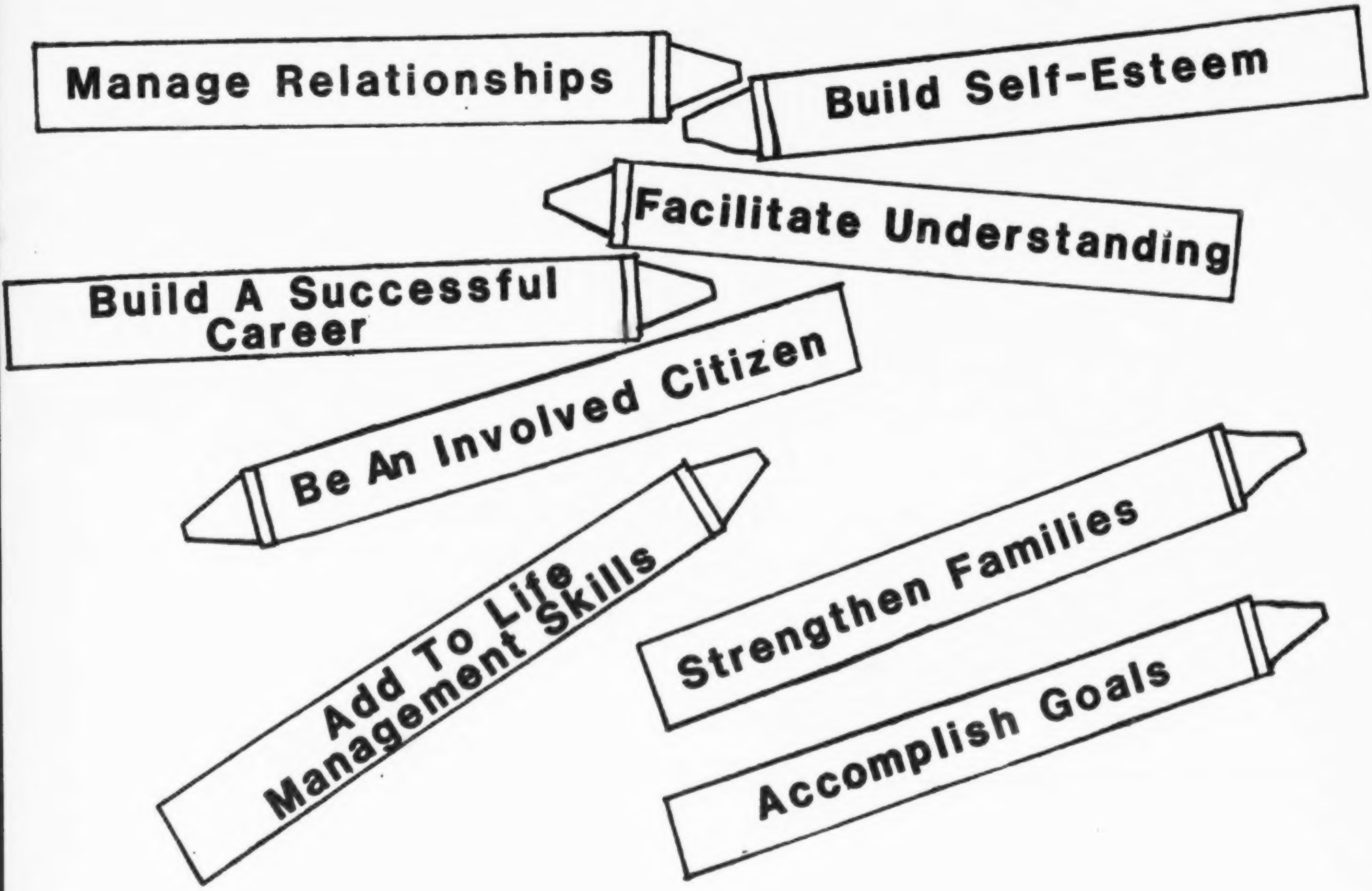


DON'T STICK
YOUR HEAD
IN THE SAND !



COMMUNICATE!!!

WHY COMMUNICATE EFFECTIVELY?



Manage Relationships

Build Self-Esteem

Facilitate Understanding

Build A Successful Career

Be An Involved Citizen

Add To Life Management Skills

Strengthen Families

Accomplish Goals

APPENDIX R

APPENDIX S

COMMUNICATION SKILLS

ATTENDING SKILLS - THE ABILITY TO CONVEY TO ANOTHER PERSON THAT ONE IS LISTENING AND CARES THROUGH NONVERBAL BEHAVIOR, SUCH AS:

.POSITIONING
.EYE CONTACT
.FACIAL EXPRESSIONS
.TONE OF VOICE
.TOUCHING GESTURES

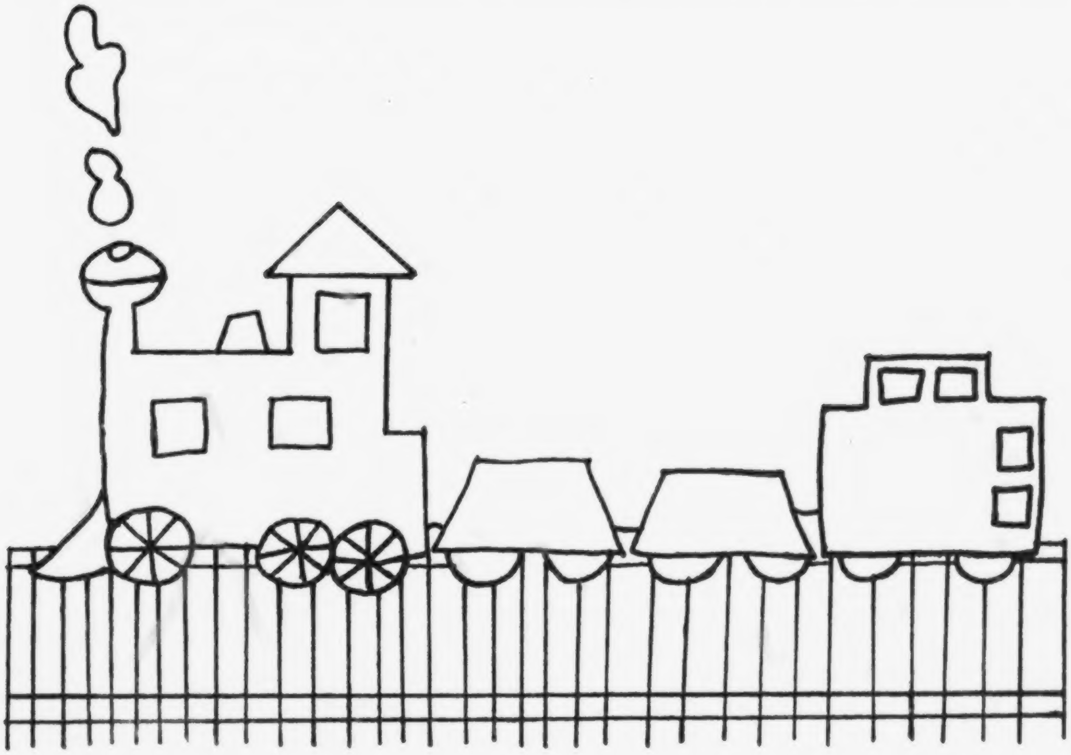
LISTENING SKILLS - THE ABILITY TO CONCENTRATE ON WHAT THE PERSON IS SAYING. LISTEN FOR:

.CONTENT
.FEELINGS

RESPONDING SKILLS - THE ABILITY TO RESPOND IN A HELPFUL WAY.

.CHARACTERISTICS OR QUALITIES OF HELPFUL RESPONSES:
- EMPATHY
- RESPECT
- WARMTH
- PARAPHRASING
- FEEDBACK
- LEVELING

RESULTS OF CONSTRUCTIVE CONFLICT



Brings Issues Out Into The Open

Improves Ability To Deal With Future Conflict

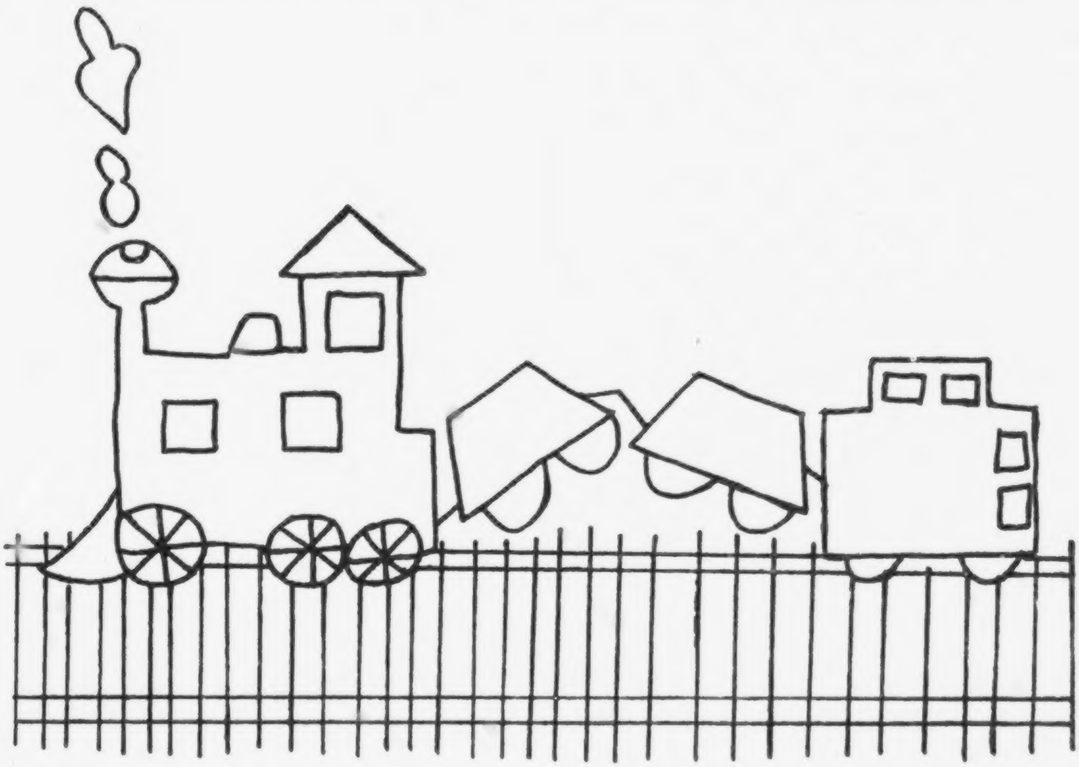
Preserves And Strengthens Relationships

Overcomes Inferiority Feelings

Saves "Face" On All Sides

APPENDIX T

RESULTS OF DESTRUCTIVE CONFLICT



Physically Or Verbally Abusive Fights

Unpleasant Living Conditions

Unhappiness

Breaking Of Relationships

Unpleasant Working Conditions

APPENDIX U

CONFLICT ON T.V.

Directions:

Watch a television program. Observe examples of conflict from the show and complete the questions below.

1. What is the name of the program?
2. What type of program is this?
3. Who are the main characters in the show?
4. Where does the conflict occur?
5. Why are the people in conflict?
6. How is the conflict handled?
7. How would you have handled the conflict?
8. What are the advantages of the conflict?
9. What are the disadvantages of the conflict?

APPENDIX V

COMMUNICATE!

[illegible] Instruct students to arrange their desks so they are sitting comfortably facing their partner. Ask each pair to decide who will be the first speaker and who will be the first listener.

ACTIVITY ONE.
The first speaker may select any topic to share with his partner. Speakers will have two minutes to talk. The listener is to give the speaker his complete attention.

Roles are then reversed. The first speaker becomes the listener; the first listener is the speaker.

[illegible] to recall the nonverbal communication skills [illegible] of the conversation. Ask students to share with [illegible] about eye contact, nodding of head, facial [illegible] movements, etc.

[illegible] is now instructed to stand up while his partner [illegible] The speaker may pick up where he left off in his [illegible] start on a new thought. When the speaker's allot[illegible] how both the speaker and listener felt.

[illegible] to place their desk back-to-back with their part[illegible] speaker may pick up where he left off in the [illegible] begin with a new thought. Again, when the allot[illegible] how the speakers and listeners felt.

[illegible] talk to your parents?
[illegible] setting?
[illegible] any distractions? What are they?
[illegible] the activities examples of the type of conversations [illegible] your parents?
[illegible] improve communication with your parents? With your [illegible]

APPENDIX W

FAMILY

Directions:

Write two words that begin with each of the letters below to explain what a family means to you.

F
A
M
I
L
Y

APPENDIX X

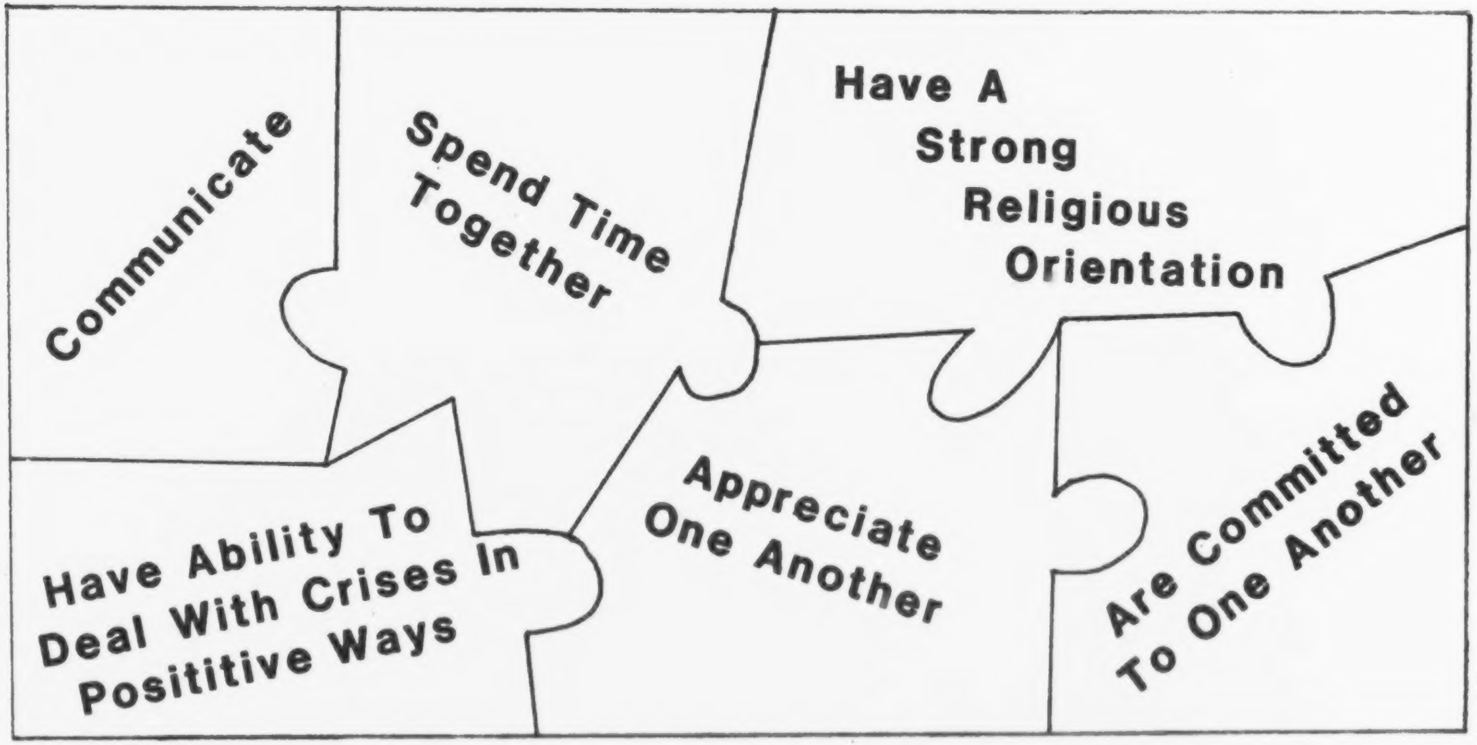
MY FAMILY

Directions:

Write a paper describing your family. Write as if you were talking to a friend about your family. Be sure to include the size, ages, special traditions, types of relationships, favorite activities, etc. of your family.

FAMILY STRENGTHS

STRONG FAMILIES. . .



Communicate

Spend Time Together

Have A Strong Religious Orientation

Have Ability To Deal With Crises In Posititive Ways

Appreciate One Another

Are Committed To One Another

APPENDIX Z

FAMILY ROLES

```
E E R J P B R B G J V H S Y D P C B L J R D G N Y P B F
P D D O D V B X H W Q B I O P R E I Z N S N A N U Y M I
A E Y B W G D D O T F S V K F V P F A B Y I S E N S Q Z
V Q S B G I V J C X Y H I M N R A F E Z R Q T I O R Y A
D I N A Y W J A A S E W T X G T U T H A S K E G P O C B
A T A T T G M W L C O C X B P K E X N R V S P H X I D L
S B Z T X G G E O W F Q H C O L N I T F R T P B D X Y G
N S F F J C P P S F R R E E H O L R B T P U A O H T T I
F L A M O J P Y A H D B I T V P K X L I S D R R B Z R S
H Y A V H H Z D K R K A A E I D E K C T K E E Q O E Q P
U R I U E Z W F B J E X E C N N O M E Y R N N C A I I E
G O K N N R Y Y Y L G N S X H D C K J E G T T C K P R N
S O G Q V D B N J W Y I T G G E V K N I P B N O L E P D
B V W R V Q E V D P D Q P K B E Q R H W V E M M P C Q E
X L X X E L Y R Z P T I M G V K A S C Y H U R P Z H R R
F V K A Z I Q V E M R D K G R E Q H O G A F O A U T D M
K N T C T W M H T R M O H P E U V O M B O H O N U Z F P
C H U R C H M E M B E R B G Z J X P F U S G E I H G H G
P M F A H T B T R X L A A L Q N Z P O O M I U O B O K F
V U Y W H A P R P T E W Y G E F L E R X S K J N N O Q D
E U M Q G E S V O O A M D Q Q M P R T S R R G N Y T L I
Q R E G B Y E O R T X H C C R P S J E V I N I C M P Z Y
Y T Y B B D I D G U H O X O P Q X O R F T S K P Y Y A V
U Z E J S V Z B Q K W E R O C P W M L U J L T X H G S H
H V H M P V F H M B M B R K W K B R S V D X P E E H F F
Q U R Z M M B H C R W F L R O W B Z A X E F R G R L D G
D O D N A W I J K D N F B S V T D J U K S R K V Z S I Z
S Q B Y T S L A H T F T W K N X H M H O I F W N F D P O
```

THERE ARE 20 WORDS HERE - CAN YOU FIND THEM?

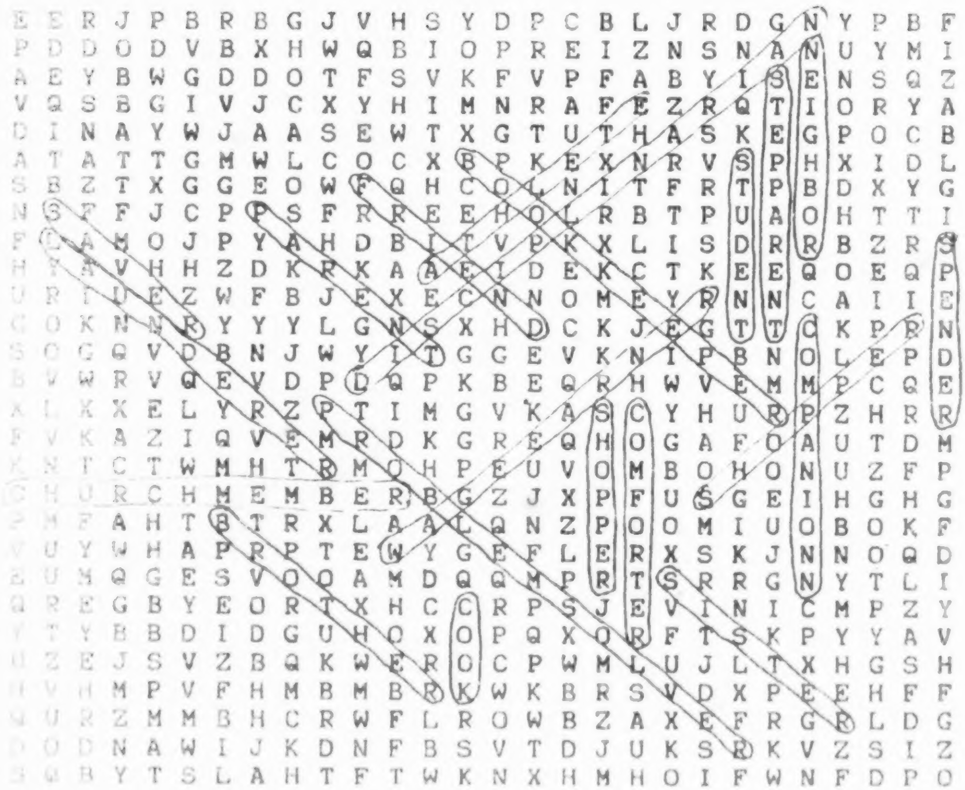
HERE ARE THE WORDS TO LOOK FOR:

ATHLETE
BROTHER
COMFORTER
COOK
FRIEND
NEIGHBOR
PROBLEM SOLVER
SHOPPER
SISTER
STEPPARENT
WAGE EARNER

BOOKKEEPER
CHURCH MEMBER
COMPANION
DISCIPLINARIAN
LAUNDERER
PARENT
SAVER
SPENDER
STUDENT

APPENDIX Z

ANSWER KEY



```
E E R J P B R B G J V H S Y D P C B L J R D G N Y P B F
P D D O D V B X H W Q B I O P R E I Z N S N A N U Y M I
A E Y B W G D D O T F S V K F V P F A B Y I S E N S Q Z
V Q S B G I V J C X Y H I M N R A F E Z R Q T I O R Y A
D I N A Y W J A A S E W T X G T U T H A S K E G P O C B
A T A T T G M W L C O C X B P K E X N R V S P H X I D L
S B Z T X G G E O W F Q H C O L N I T F R T P B D X Y G
N S F F J C P P S F R R E E H O L R B T P U A O H T T I
F L A M O J P Y A H D B I T V P K X L I S D R R B Z R S
H Y A V H H Z D K R K A A E I D E K C T K E E Q O E Q P
U R I U E Z W F B J E X E C N N O M E Y R N N C A I I E
G O K N N R Y Y Y L G N S X H D C K J E G T T C K P R N
S O G Q V D B N J W Y I T G G E V K N I P B N O L E P D
B V W R V Q E V D P D Q P K B E Q R H W V E M M P C Q E
X L X X E L Y R Z P T I M G V K A S C Y H U R P Z H R R
F V K A Z I Q V E M R D K G R E Q H O G A F O A U T D M
K N T C T W M H T R M O H P E U V O M B O H O N U Z F P
C H U R C H M E M B E R B G Z J X P F U S G E I H G H G
P M F A H T B T R X L A A L Q N Z P O O M I U O B O K F
V U Y W H A P R P T E W Y G E F L E R X S K J N N O Q D
E U M Q G E S V O O A M D Q Q M P R T S R R G N Y T L I
Q R E G B Y E O R T X H C C R P S J E V I N I C M P Z Y
Y T Y B B D I D G U H O X O P Q X O R F T S K P Y Y A V
U Z E J S V Z B Q K W E R O C P W M L U J L T X H G S H
H V H M P V F H M B M B R K W K B R S V D X P E E H F F
Q U R Z M M B H C R W F L R O W B Z A X E F R G R L D G
D O D N A W I J K D N F B S V T D J U K S R K V Z S I Z
S Q B Y T S L A H T F T W K N X H M H O I F W N F D P O
```

APPENDIX AA

TO DATE OR NOT TO DATE

1. At what age do you think dating should begin? ____________________

2. At what age did you begin dating? ____________________

3. What type of date was your first date?
   ______ Single date
   ______ Double date
   ______ Group date
   ______ Blind date

4. How often do you date? ____________________

5. What is a good curfew for dating? ____________________

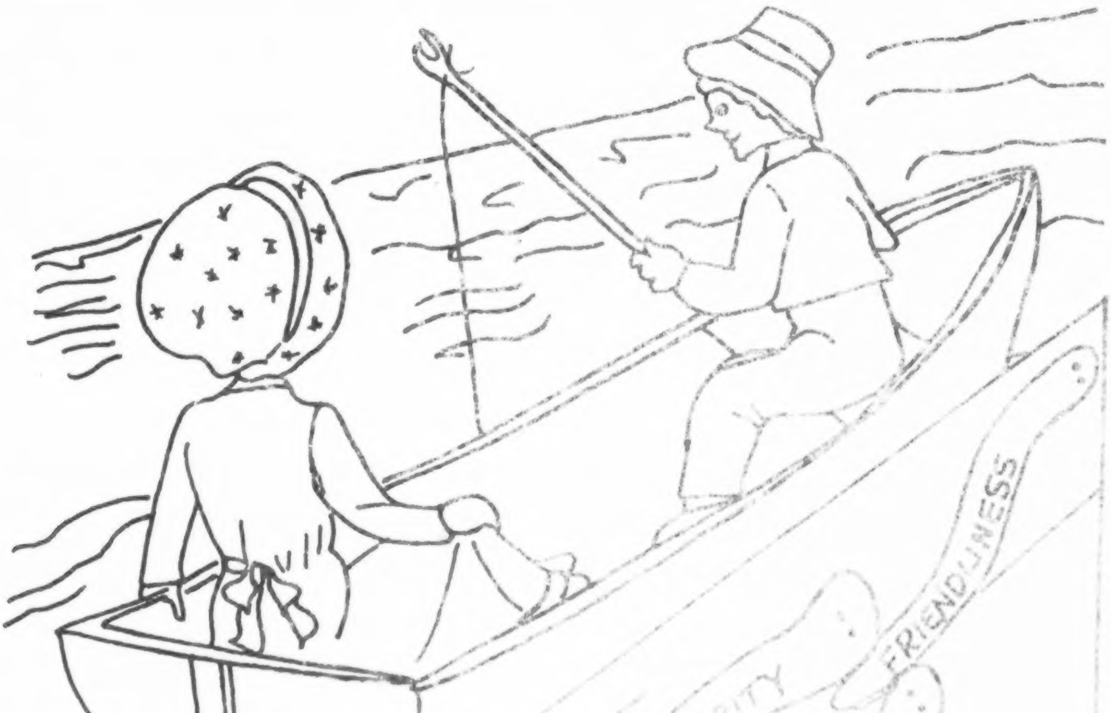
6. What is your curfew? ____________________

7. Who should pay for the date? ____________________

8. What are some possible activities for dates in your community? _____
   ____
   ____
   ____

9. If you do not date, what are the main reasons?
   ______ Not old enough
   ______ Not interested
   ______ Parents don't approve
   ______ Afraid to ask/never asked
   ______ Financial reasons
   ______ Lack of transportation
   ______ Other

FISHIN' FOR A DATE?


FRIENDLINESS
MATURITY
GROOMING
HONESTY
ATTITUDE
OUTLOOK
RESPONSIBILITY

CHECK YOUR BAIT!

APPENDIX CC

HOW TO HAVE A SUCCESSFUL DATE

.AGREE ON ACTIVITY FOR THE DATE.

.PLAN FOR DATE AHEAD OF TIME.

.PARENTS SHOULD KNOW WHERE YOU ARE AND WHO YOU ARE WITH.

.BE ON TIME, OR CALL IF YOU ARE LATE.

.DON'T KEEP YOUR DATE WAITING.

.KEEP DATE EVEN IF THERE IS SOMETHING BETTER TO DO.

.DON'T TAKE OVER THE WHOLE CONVERSATION.

.TRY TO KEEP CONVERSATION GOING.

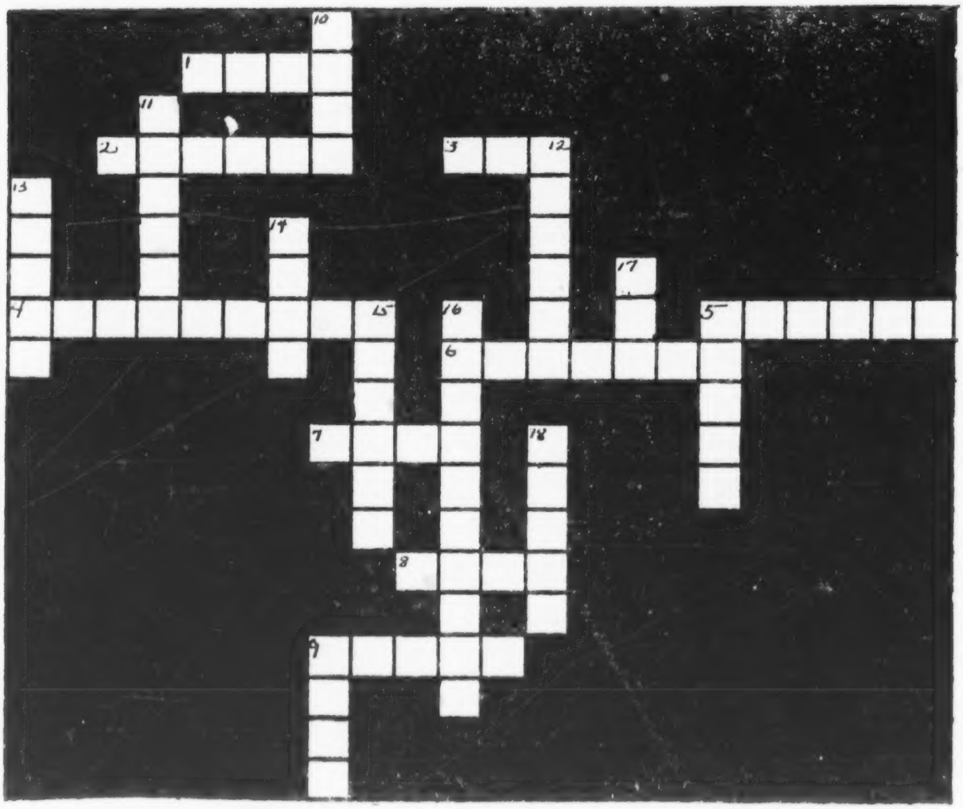
.RELAX AND HAVE A GOOD TIME.

.LET YOUR DATE KNOW IF YOU HAD A GOOD TIME.

.CONSIDER CURFEW OF DATE.

APPENDIX DD

DATING



Across

1. Infatuation is sometimes called "Puppy ____".
2. Being ____ about your true feelings toward someone can be done without hurting their feelings.
3. Do not act ____ if the person you like asks your friend for a date.
4. Having a lot of ____ could make you more datable.
5. Talking about things other than ____ makes good dating conversation.
6. Having a ____ to attend activities with can help you feel confident.
7. Serious dating helps when choosing a marriage
8. You should introduce your ____ to your parents.
9. Boys do not pay for a ____ treat date.

Down

5. ____ dating is a good way for young people to begin dating.
9. You may have a ____ evening if you and your date have nothing to talk about.

10. Being _____ and clean will help make a good impression.

11. In _____ dating, boys and girls go out with other couples.

12. An impressive date might be going out to _____.

13. Going to a popular _____ is a good teenage date.

14. When a boy lacks _____, he may be more interested in stay-at-home dates.

15. Early marriage may be the result of going _____.

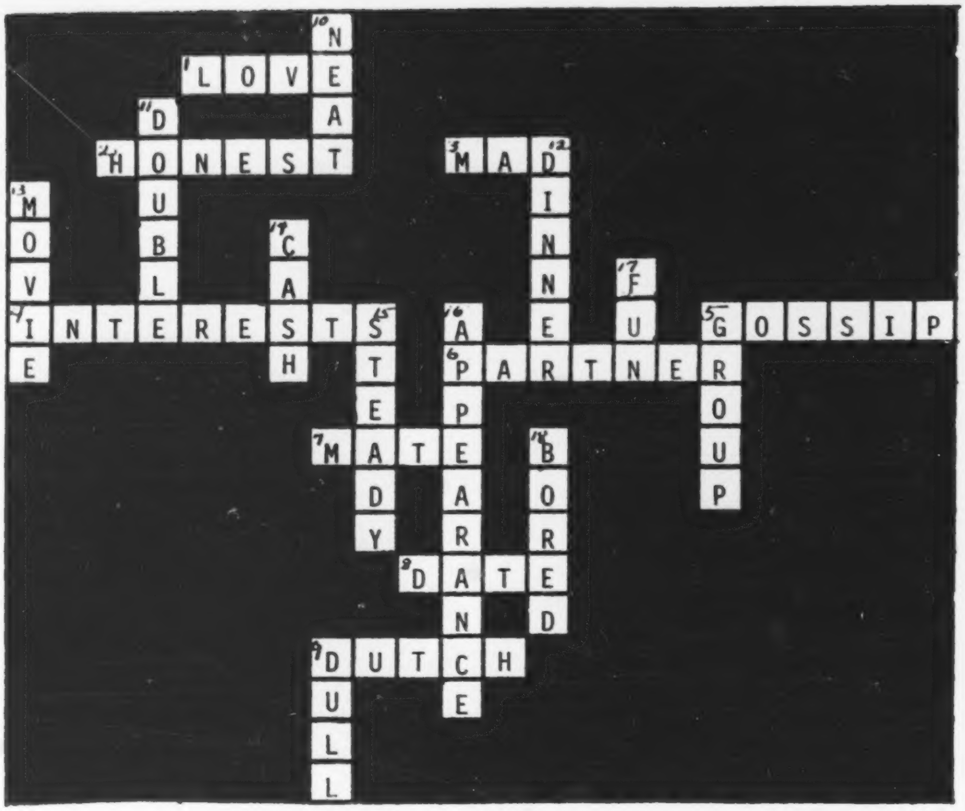
16. Improving your personal _____ can help your chances for dating.

17. Early dating should be simple and _____.

18. Acting _____ on a date is not likely to increase your popularity.

APPENDIX DD

ANSWER KEY


1 LOVE
2 HONEST
3 MAD
4 INTERESTS
5 GOSSIP
6 PARTNER
7 MATE
8 DATE
9 DUTCH
10 NEAT
11 DOUBLE
12 DINNER
13 MOVIE
14 CASH
15 STEADY
16 APPEARANCE
17 FUN
18 BORED
GROUP
DULL

APPENDIX EE

COPING WITH CRISES

1. Acknowledge your feelings.
   Allow yourself to experience them.
   Identify them.
2. Stand back. Imagine you are someone else looking at your situation. Ask yourself, "Are my feelings realistic for this situation?"
3. Participate in activities that you enjoy.
4. Brainstorm alternative solutions to the problem. Select an alternative and take action.

APPENDIX FF

HANDLING A CRISIS

Directions:

Divide the class into groups. Give each group one of the following crisis situations:

.Divorce

.Death of a parent

.Hospitalization of a family member

.Unemployment

.Family

.Suicide

.An alcoholic in the family

.Unwed pregnant teenager

.Other

Have each group discuss the following:

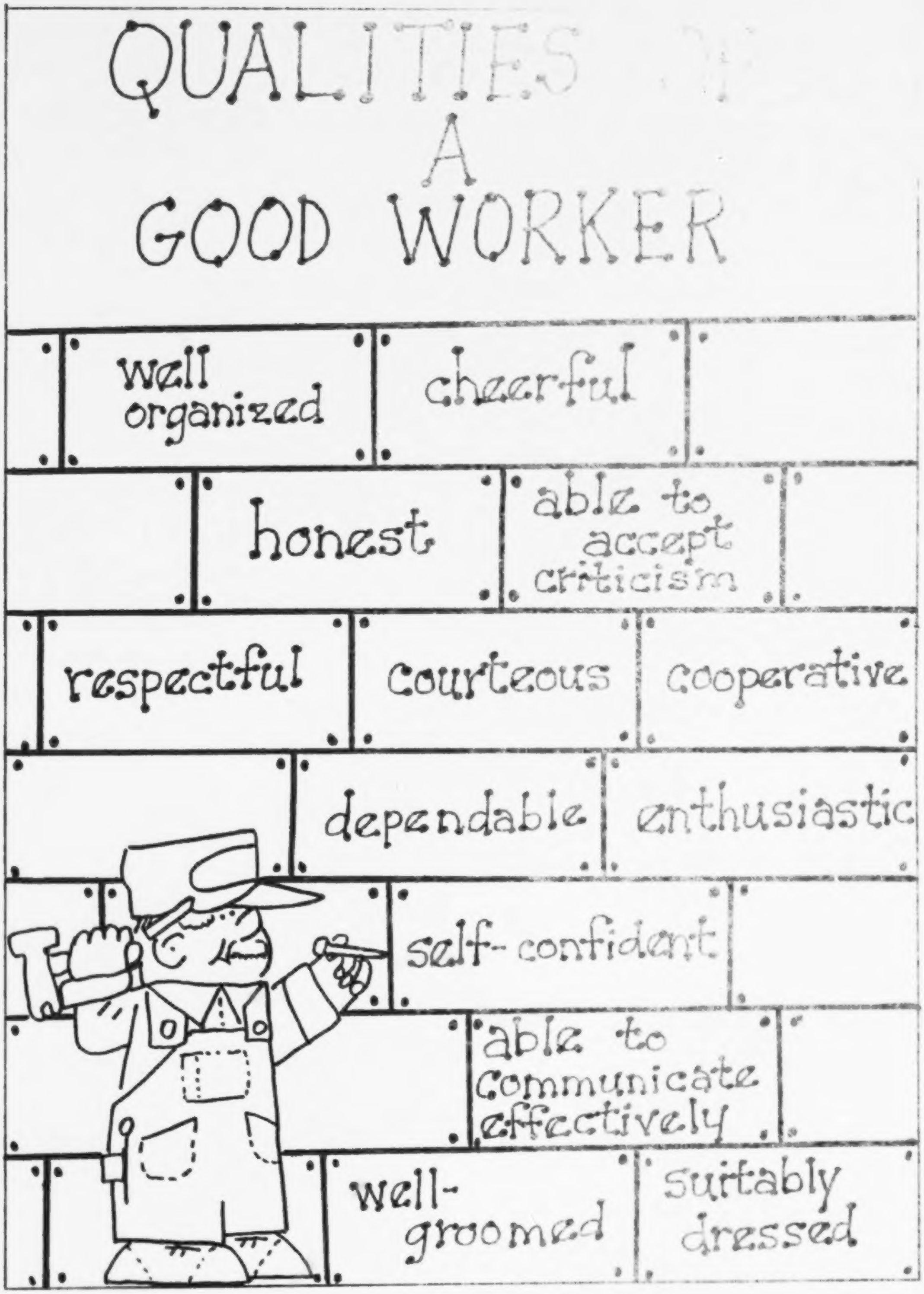
.How would you feel if this crisis occurred in your family?

.How would this crisis affect a younger brother or sister?

.How would this affect your parent(s)?

.What could you and your family do to overcome this crisis?

APPENDIX GG


QUALITIES OF A GOOD WORKER
well organized
cheerful
honest
able to accept criticism
respectful
courteous
cooperative
dependable
enthusiastic
self-confident
able to communicate effectively
well-groomed
suitably dressed

APPENDIX HH

RESUME

Mark Brown
1320 Chipmunk Lane
Chackbay, LA 79324

Telephone: (504) 395-4723
Social Security Number: 439-73-5221

EDUCATION

Cleo Elementary School, Chackbay, LA
John Junior High, Chackbay, LA

HONORS AND AWARDS

1986 - Music Award
Outstanding FHA Member
Scholastic Award
1985 - Most Valuable Player - Football
Band Award

WORK EXPERIENCE

1986 - Mike's Service Station
Duties: washing cars, pumping gasoline, checking cars
1985-86 - Babysitter
Duties: caring for two children ages three and five

HOBBIES

Football
School organizations
Music

REFERENCES

Mr. Joe Mack
Football Coach
John Junior High
P. O. Box 12
Chackbay, LA 79324

Mr. Mike Theriot, Owner
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UNIT TEST
PERSONAL DEVELOPMENT AND FAMILY RELATIONSHIPS

PART I: MATCHING

Directions: Match each phrase in Column A with the word in Column B that it defines. Write the letter of the answer in the space provided.

COLUMN A

______ 1. A person's thinking, feelings, and behavior.
______ 2. Aims or purposes toward which a person is willing to work.
______ 3. Special bonds with other people.
______ 4. Parents and children sharing a household.
______ 5. Importance that an individual places on ideas, people, materials, possessions and activities.
______ 6. A family that includes not only parents and children but also grandparents and possibly uncles, aunts, and cousins.
______ 7. Change in everyday living pattern.
______ 8. Guidelines for measuring the progress toward a goal.
______ 9. A new family, created by the marriage of two people who were married before and had children.
______ 10. Open struggle between two or more people.

COLUMN B

A. Personality
B. Values
C. Goals
D. Standards
E. Decision
F. Communication
G. Conflict
H. Crisis
I. Relationships
J. Nuclear family
K. Single parent family
L. Extended family
M. Blended family

PART II: FILL IN THE BLANKS

Directions: In the space provided, write the word(s) that best complete each statement.

____________________ 1. ___1___ refers to your view of yourself.

____________________ 2. ___2___ is the stage through which an individual grows from childhood into adulthood.

____________________ 3. ___3___ goals can be achieved in less than one year.

____________________ 4. A ___4___ is the choice you make between different possibilities.

____________________ 5. ___5___ refers to the goal that is most important to you.

____________________ 6. Paraphrasing is an example of a ___6___ skill.

____________________ 7. Eye contact and facial expressions are examples of ___7___ behavior.

____________________ 8. ___8___ is a term used to refer to a brother or sister.

____________________ 9. ___9___ helps a person learn to relate to members of the opposite sex.

____________________ 10. ___10___ dating is a good way for young people to begin dating.

____________________ 11. ___11___ is the influence your friends and others your age exert on you.

____________________ 12. ___12___ refers to the work a person does to earn a living.

____________________ 13. A ___13___ is a paper that states what career you are looking for and summarizes your background.

____________________ 14. An ___14___ is a meeting between an employer and a job applicant.

PART III: LISTING

Directions: In the space provided, complete the following.

1. List in order the six steps to the decision-making process.

2. List five influences which affect values.

3. List three factors to consider when selecting a dating partner.

4. List four sources of crises.

5. List four qualities of a good worker.

PART IV: TRUE-FALSE

Directions: Read each statement carefully. If the statement is true, write the word "TRUE" in the blank. Write "FALSE" if the statement is incorrect.

______ 1. A person with a positive self-concept is easily influenced by others.

______ 2. Personal appearance influences an individual's self-concept.

______ 3. Social and emotional growth and development are influenced by poor nutrition.

______ 4. An individual's personality is determined entirely by the traits he/she inherits.

______ 5. Not making a decision is a decision.

______ 6. The ability to communicate effectively can help a person accomplish his/her goals.

______ 7. Attending skills refer to a person's ability to concentrate on what another person is saying.

______ 8. A conflict may occur when the expectations of two people in a relationship differ.

______ 9.

______ 10. A strong religious orientation helps to build strong families.

PART V: DISCUSSION

Directions: Answer the following in complete sentences.

1. Discuss 3 functions of families.

UNIT TEST - ANSWER KEY

PERSONAL DEVELOPMENT AND FAMILY RELATIONSHIPS

PART I: MATCHING

1. A
2. C
3. I
4. J
5. B
6. L
7. H
8. D
9. M
10. G

PART II: FILL IN THE BLANKS

1. Self-Concept
2. Adolescence
3. Short-term
4. Decision
5. Priority
6. Responding
7. Nonverbal
8. Sibling
9. Dating
10. Group
11. Peer pressure
12. Occupation
13. Resume
14. Interview

PART III: LISTING

1. (1) Identify the problem.
   (2) Seek alternatives.
   (3) Weigh alternatives.
   (4) Make a decision.
   (5) Accept responsibility.
   (6) Evaluate results.

2. -Parents
   -Family
   -Religious groups
   -Friends
   -Teachers
   -Movies
   -Television
   -Magazines
   -Books
   -Others

3. -Physical characteristics
   -Age
   -Common interests
   -Background
   -Personality
   -Values and goals
   -Others

4. -Death
   -Suicide
   -Divorce
   -Teenage pregnancy
   -Abuse and neglect of family members
   -Marriage
   -Unemployment
   -Acne
   -Break up of relationship
   -Remarriage
   -Substance abuse
   -School failure
   -Relocation
   -Income
   -Accidents
   -Shoplifting
   -Runaways
   -Others

5. -Well organized
   -Cheerful
   -Honest
   -Able to accept criticism
   -Respectful
   -Courteous
   -Cooperative
   -Dependable
   -Enthusiastic
   -Self-confident
   -Able to communicate efficiently
   -Well-groomed
   -Suitably dressed
   -Others

PART IV: TRUE-FALSE

1. False
2. True
3. True
4. False
5. True
6. True
7. False
8. True
9. False
10. True

PART V: DISCUSSION

1. Answers will vary. Functions that may be discussed are economic, protection, education, recreation, religious, procreation, and affection.

APPENDIX

GUIDELINES FOR INSTRUCTION OF
SEX EDUCATION
IN LOUISIANA

BULLETIN NO. 1557

LOUISIANA STATE DEPARTMENT
OF EDUCATION
DECEMBER, 1979

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FOREWORD

Since 1970, we have operated under La. R.S. 17:281 which prohibited the teaching of a course entitled "Sex Education" in Louisiana schools. During the 1979 Legislative Session, a new sex education law, Act 480, was passed. Instruction in sex education within existing courses of study is permitted on a local option basis with parental permission required.

The sole responsibility for determining whether topics designated "sex education" shall be included in any part of the school curriculum rests with the local school boards. The State Department of Education will provide assistance to all local school systems interested in including sex education topics within the curriculum of their schools.

This informational guide was prepared to assist local school boards in understanding, interpreting, and complying with Act 480.

The Louisiana State Department of Education is pleased to make this guide available to the local school systems in Louisiana.

ACKNOWLEDGEMENTS

Sincere appreciation is extended to the Ad Hoc Sex Education Committee for their contributions to the development of this guide.

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IMPLICATIONS OF ACT 480*: SEX EDUCATION IN PUBLIC SCHOOLS

1. ACT 480 ALLOWS, BUT DOES NOT REQUIRE, ANY PUBLIC ELEMENTARY OR SECONDARY SCHOOL IN LOUISIANA TO OFFER INSTRUCTION IN SUBJECT MATTER DESIGNATED AS "SEX EDUCATION," PROVIDED SUCH INSTRUCTION AND SUBJECT MATTER IS INTEGRATED INTO EXISTING COURSES OF STUDY SUCH AS BIOLOGY, SCIENCE, PHYSICAL HYGIENE, OR PHYSICAL EDUCATION.

   Sex education is not limited to only those areas, but may also be included in courses such as home economics, sociology, psychology, or life sciences.

2. WHETHER OR NOT INSTRUCTION IS OFFERED AND AT WHAT GRADE LEVEL IT IS TO BE OFFERED, SHALL BE AT THE LOCAL OPTION OF EACH SCHOOL BOARD. HOWEVER, NO INSTRUCTION SHALL BE OFFERED IN GRADES K-6.

   Any subject matter classifed as "Sex Education" presently being taught in grades K-6 should be discontinued.

3. ANY CHILD MAY BE EXCUSED FROM RECEIVING INSTRUCTION IN "SEX EDUCATION" AT THE OPTION AND DISCRETION OF HIS PARENT OR GUARDIAN.

   It is up to the local school board to set up the proper procedures for administering this section.

4. ALL INSTRUCTION SHALL BE IDENTIFIED AND DESIGNATED "SEX EDUCATION."

   As an example - A "unit" in a particular course could be entitled "Sex Education - Venereal Diseases." You should not try to hide the subject matter that is being taught under the general topic "Sex Education."

*SEE APPENDIX A

5. "SEX EDUCATION" SHALL MEAN THE DISSEMINATION OF FACTUAL BIOLOGICAL OR PATHOLOGICAL INFORMATION THAT IS RELATED TO THE HUMAN REPRODUCTIVE SYSTEM AND MAY INCLUDE THE STUDY OF VENEREAL DISEASE, PREGNANCY, CHILDBIRTH, PUBERTY, MENSTRUATION, AND MENOPAUSE.

This does not limit the information to those topics listed. You may also include other information, for example: birth control, prenatal and postnatal care, and statistics related to human sexuality.

6. "SEX EDUCATION" SHALL NOT INCLUDE RELIGIOUS BELIEFS, VALUES, CUSTOMS, PRACTICES IN HUMAN SEXUALITY NOR THE SUBJECTIVE MORAL AND ETHICAL JUDGEMENTS OF THE INSTRUCTOR OR OTHER PERSONS.

This is the section that limits topics under Sex Education.

7. STUDENTS SHALL NOT BE TESTED, QUIZZED OR SURVEYED ABOUT THEIR PERSONAL OR FAMILY BELIEFS OR PRACTICES IN SEX, MORALITY, OR RELIGION, AND NO PROGRAM SHALL COUNSEL OR ADVOCATE ABORTION.

Factual information on abortion may be taught, but you cannot advocate or counsel about it, or refer students to an abortion agency. If abortion is taught, all methods of abortions, including natural, should be included. If you teach just one method, it may be interpreted as "advocating" that kind of abortion.

8. QUALIFICATIONS AND SELECTION OF ALL TEACHERS IN "SEX EDUCATION" SHALL BE MADE BY THE LOCAL SCHOOL BOARD AND ALL MATERIALS USED IN INSTRUCTION IN "SEX EDUCATION" MUST BE APPROVED BY THE LOCAL SCHOOL BOARD AND BY A PARENTAL REVIEW COMMITTEE.

This parental review committee should be set up by the local school board. See Section III on establishing a parental review committee.

9. FEDERAL FUNDING OR FEDERAL INVOLVEMENT IN PROGRAMS OFFERING "SEX EDUCATION IS PROHIBITED.

   This provision needs to be studied carefully. Faculty, staff, materials, and facilities provided through federal agencies should not be used.

10. IN THE EVENT OF ANY VIOLATION OF THE PROVISIONS OF THE ACT, THE LOCAL SCHOOL BOARD SHALL TAKE APPROPRIATE ACTION TO CORRECT THE VIOLATION AND PUNISH THE OFFENDING PARTY.

. . . .

Separation of classes by sex was amended out of Act 480, but final Health Education and Welfare Department regulations allow separate sessions for boys and girls at the secondary school level during times when the materials and discussion deal exclusively with human sexuality.

SELECTION OF TEACHERS

Each local school system shall develop guidelines and procedures for the selection of teachers of sex education to be taught as a multi-disciplinary subject appropriate and applicable in such areas as health, home economics, social science and pure science. Instruction should be handled by teachers certified in these respective areas.

In the selection of faculty members to teach the units identified as "Sex Education," the following may be considered:

- Professional preparation may include study in either the biological, physical, or behavioral sciences. These studies may include, for example, courses in human biology, anatomy, physiology, bacteriology, chemistry, psychology, sociology, cultural anthropology, family living, child development, human sexuality, and home economics.
- Proficiency in content and comfort in presenting the material.
- Ability to create a favorable emotional classroom atmosphere for class discussion.
- Ability to assume the role of an unbiased, neutral, and objective discussion leader.
- Possess good rapport with students and have the respect and trust of parents.
- Sensitive to the emotional, physical, and intellectual needs of the students.

Pre-service and staff development programs should be designed to improve a teacher's competencies in teaching strategies, utilization of available resources and materials, and command of subject matter and related areas.

Persons within the community who can offer invaluable assistance in staff development include medical and health professionals, social service personnel, and college faculty members.

Consultants from the State Department of Education can also offer assistance.

ESTABLISHING A PARENTAL REVIEW COMMITTEE

This committee should be set up by the local school board. A workable committee would consist of 10-12 members all of whom are parents having children, currently attending the district's schools.

The committee shall review and approve materials used in instruction in sex education and make recommendations to the school board. In addition to the required approval of materials, the local board of education may wish to authorize the parental review committee to act in an advisory capacity and (1) review state and local guidelines pursuant to Act 480 and make recommendations to the local board of education, (2) function as liaison between school and community, (3) assess local needs and reactions, and (4) foster understanding and acceptance of the program.

The review committee should work closely with the school board in the formation and implementation of this program. Their input and active support represent the key factors in making this a viable program.

ADMINISTRATIVE POLICY FOR DEVELOPING

and/or

COORDINATING PRESENT PROGRAM

The determination whether any sex education materials or topics will be offered at the local level is the responsibility of the school boards. The need for and interest in such a program should be reviewed with input from students, parents, teachers, administrators, and local civic and medical groups.

A. Suggested Guidelines for Program Approval

1. Review the Law and the implications with the school board and secure administrative and school board approval for coordination of the program.
2. Identify, review, and assess present instructional programs dealing with sex education topics.
3. Screen and review available resources and materials of instruction.
4. Organize content outlines, indicate grade and subject areas, and suggest student and teacher activities to be used in various units.
5. Identify local guidelines and establish parishwide goals and objectives.
6. With the school board approval, appoint a local Parental Review Committee.
7. Have Parental Review Committee approve all materials used in instruction and possibly review the proposed programs.
8. Present the proposed program to the local school board for approval.
9. Identify, and assign supervisors and teachers who will be involved in the program.
10. Determine needs for inservice education for school staffs.
11. Provide inservice workshops for the teachers involved in teaching sex education topics.
12. Notify parents of students who may be enrolled in classes offering sex education information of their rights to excuse their child from the class or unit of instruction.
13. Implement program by incorporating instruction into existing courses in the curriculum.
14. Arrange for periodic evaluation of this program as well as continued review of instructional materials by the Parental Review Committee.

B. Procedures for Parent Notification*

As stated in Act 480, "Any child may be excused from receiving instruction in Sex Education at the option and discretion of his parent or guardian."

The Law does not specify how this provision should be administered, therefore, it is up to the local board to set up procedures they deem appropriate. The form and content of the notice should be determined by the local board and used throughout the parish.

A notice in written form should be sent to all parents of students who may be scheduled in a class offering sex education information. This notice should be sent each school year to advise parents of their right to excuse their child from such instruction without penalty or loss of academic credit.

General notices may be published in local newspapers to inform the public of the intent of the school system to teach subjects designated as Sex Education. This should also inform parents of their right to request that their child be excused from those units. It is recommended that this type of parent notification be used in addition to a written notice sent to each parent, and not as the sole method of notification.

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*SEE APPENDIX B - Notice to Parents

APPENDICES

APPENDIX A

SEX EDUCATION IN PUBLIC SCHOOLS

Act 480

AN ACT

To amend and reenact Sub-Part D-1 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of Section 281 thereof, relative to prohibited courses of study, to provide for instruction in sex education in Louisiana public schools; to provide with respect to the intent of the legislature; to authorize local or parish school boards to determine whether or not instruction shall be offered and at what grade levels it shall be offered; to prohibit the offering of such instruction in kindergarten and in grades one through six; to provide that such instruction shall be offered within the confines of an existing course of study; to provide for the establishment of qualifications for and selection of teachers of sex education; to provide for the selection of instructional materials; to provide that parents may excuse their children from such instruction; to prohibit counseling or advocating abortion as part of such instruction, to prohibit the solicitation, acceptance, or use of federal monies to fund such instruction; to provide for corrections of violations of this Act; and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Sub-Part D-1 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:281, is hereby amended and reenacted to read as follows:

SUB-PART D-1. PERMITTED COURSES OF STUDY

§281. Instruction in sex education

A. Any public elementary or secondary school in Louisiana may, but is not required to, offer instruction in subject matter designated as "sex education," provided such instruction and subject matter is integrated into an existing course of study such as biology, science, physical hygiene, or physical education. Whether or not instruction in such matter is offered and at what grade level it is to be offered shall be at the option of each public local or parish school board, provided that no such instruction shall be offered in kindergarten or in grades one through six. All instruction in "sex education" shall be identified and designated "sex education". It is the intent of the legislature that, for the purposes of this Section, "sex education" shall mean the dissemination of factual biological or pathological information that is related to the human reproduction system and may include the study of venereal disease, pregnancy, childbirth, puberty, menstruation, and menopsause. It is the intent of the legislature that, for the purposes of this Section, "sex education" shall not include religious beliefs, values, customs, practices in human sexuality nor the subjective moral and ethical judgments of the instructor or other persons. Students shall not be tested, quizzed, or surveyed about their personal or family beliefs or practices in sex, morality, or religion.

B. Nothwithstanding* any other provisions of law, the qualifications for all teachers or instructors in "sex education" shall be established and the selection of all such teachers or instructors shall be made solely and exclusively by the public local or parish school board.

C. All books, films, and other materials to be used in instruction in "sex education" shall be submitted to and approved by the local or parish school board and by a parental review committee, whose membership shall be determined by such board.

D. Any child may be excused from receiving instruction in "sex education" at the option and discretion of his parent or guardian. The local or parish school board shall provide procedures for the administration of this Subsection.

E. In the event of any violation of the provisions of this Section, the public local or parish school board in charge of administering and supervising the school where said violation has occurred, after proper investigation and hearing, shall correct the violation and take appropriate action to punish the offending party or parties responsible for said violation.

F. No program offering sex education instruction shall in any way counsel or advocate abortion.

G. No program offering sex education instruction shall be funded in any manner with federal funds nor shall such funds be solicited or accepted. Federal involvement in programs offering sex education instruction is expressly prohibited.

Section 2. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items, or applications of this Act which can be given effect without the invalid provisions, items, or applications, and to this end the provisions of this Act are hereby declared severable.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

Approved by the Governor: July 13, 1979.

Published in the Official Journal of the State: August 11, 1979.

A true copy:

PAUL J. HARDY
Secretary of State.

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*As it appears in the enrolled bill.

APPENDIX B

NOTICE TO PARENTS

Student's Name Date

Address

The School Board has established a program of instruction in which topics designated as "Sex Education" by Act 400 will be taught. These topics will be taught within existing courses such as biology, science, health and physical education, and home economics. According to the Law, you have the right to excuse your child from participation without penalty or loss of academic credit. If you wish to exercise your right to excuse your child, please indicate below.

Sincerely

Superintendent of Schools
(Or Designated Representative)

_______ My child does rot have my permiss'on to attend those segments of existing courses designated as "sex education."

Parent or Guardian's Signature

NOTICE TO PARENTS

Student's Name ______________________ Date ______________

Address ____

The School Board has established a program of instruction in which topics designated as "Sex Education" by Act 480 will be taught. These topics will be taught within existing courses such as biology, science, health and physical education, and home economics. According to the Law, you have the right to excuse your child from participation without penalty or loss of academic credit. Please indicate your choice below.

Sincerely,

Superintendent of Schools
(Or Desiginated Representative)

______ My child has permission to attend those segments of existing courses designated as "sex education."

______ My child does not have my permission to attend those segments of existing courses designated as "sex education."

Parent or Guardian's Signature ______________________